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A HISTORY

OF THE

Michigan State Normal School

(Now Normal College)

AT

YPSILANTI, MICHIGAN

1849—1899

BY

DANIEL PUTNAM, A. M., L. L. D.
Professor of Psychology and Pedagogy
(Teacher in the School for Thirty Years)

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PREFATORY NOTE.

It is not easy to write, with entire impartiality, the history of an institution in which one has been, for any considerable time, a personal actor. The writer has been connected, in various relations, for thirty years with the Michigan State Normal School. He has known pretty intimately all the Principals of the school, and has taught with all these except Principal Welch. With a very few exceptions he has known personally all the teachers who have been connected with the school.

Under such conditions it will be difficult to exclude the personal element from the narrative or from the discussions which now and then occur. An attempt has been made, however, to prevent this element from giving any unfair or unjust coloring to any statements or conclusions in regard to persons, events, or the policy and administration of the school. It is too much to expect that the attempt has been in all cases entirely successful, but it is hoped that no injustice has been done to any one who has, at any time, been connected with the institution in any capacity.

This service of so many years has created in my mind a strong attachment to the Normal School and to those with whom I have been, for so long a period, intimately associated both officially and in the bonds of strong personal friendship. To all these with whom I have been thus associated, whether teachers or students, I desire to express my warmest regards, and my best wishes for their happiness and prosperity in all the coming days wherever a kind Providence may lead them.

A few words of explanation and acknowledgment are due to those who have kindly aided in the preparation and publication of this book. It was originally proposed to have a chapter containing a complete list of all the classes graduated, together with

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brief sketches of the work of the different members of the classes. It was soon found that it would be impossible to secure the material for such a chapter with any effort which could be made, and consequently this plan was abandoned. A list of the names of all graduates, without note or comment, has been inserted. Much labor has been expended to make this list accurate, but probably some errors will be found.

I wish here to thank those who volunteered to prepare sketches of their own classes, some of whom have devoted much time and labor to the work. I hope the valuable material which they have collected may yet be used for some good purpose.

To a few persons I am under special obligations which I desire to acknowledge in this public way. To Miss Frances Stewart I am indebted for assistance in many directions; to Miss Genevieve M. Walton I am indebted for a part of the history of the Library; to Miss Gertrude E. Woodard for assistance in obtaining material for the cuts and for aid in other matters; to Misses Mary and Ruth Putnam for reading and correcting proofs; to Professor Julia A. King for valuable assistance in various ways; and to Professor Austin George for the preparation of the chapter on "The Normal School in the Civil War," and for his valuable aid in carrying the book through the press. No one can be more sensible than I am of the imperfections of this history, but, notwithstanding these, I venture to hope that it may have some interest to the friends of the "Old Normal," and something of value to the cause of the professional education of teachers.

DANIEL PUTNAM.

State Normal College,
Ypsilanti, Mich., Dec. 1899.

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INTRODUCTORY.

FIRST NORMAL SCHOOLS.

In 1681 the celebrated Abbé de la Salle established a school for teachers in the city of Rheims, France. About 1697 Augustus Herman Franké organized teachers' classes in connection with his famous school at Halle. These classes attracted the the attention of educators in all parts of Germany. Among those who came to Halle to secure the advantages of Franké's instruction was Johan Julius Hecker, who opened a seminary for teachers in Stettin in 1735, and another in Berlin in 1748. This latter school was afterwards removed to Potsdam and was made a State institution, as was also the school at Stettin. These were the first State Normal schools ever established. The school at Potsdam still exists and has been the model after which most of the normal schools of Europe have been fashioned.

FIRST NORMAL SCHOOLS IN THIS COUNTRY.

In 1823 Rev. S. R. Hall established a private school in Concord, N. H., the chief purpose of which was to train teachers for the public schools. Mr. Hall has sometimes been called the American Hecker.

The Massachusetts Board of Education was organized in 1837 and immediately elected Horace Mann to be secretary of the Board. The first subject which occupied the attention of Mr. Mann was the necessity of providing for the better preparation of teachers for the schools of the State. In March, 1838, Edmund Dwight, a member of the Board of Education, offered to give $10,000, to be expended under the direction of the Board, to provide facilities for educating teachers, provided the Legislature of the State would appropriate an equal amount. The Legislature accepted the proposition of Mr. Dwight and placed $10,000 at the disposal of the Board. With the means thus

furnished; the Board opened the first State normal school in this country at Lexington on the third day of July, 1839. This school was subsequently removed to West Newton, and later to Framingham where it still continues to prosper. A second normal school was opened at Barre on September 4, 1839. This school was afterwards removed to Westfield. A third normal school was opened at Bridgewater on September 9, 1840.

New York established a normal school at Albany in December, 1844, with David P. Page as Principal.

Connecticut opened a normal school in 1849 at New Britain with Henry Barnard as Principal. These were the only State normal schools established before our own at Ypsilanti.

PRELIMINARY WORK IN MICHIGAN.

In his report, made in 1837, outlining a school system for the State, Superintendent Pierce referred to the normal schools in Prussia, but did not recommend the immediate establishment of such an institution. He hoped that the proposed branches of the University would supply the facilities needed for the preparation of teachers. The second Superintendent, Mr. Sawyer, referred in his report to the newly established normal schools in Massachusetts, but did not urge the opening of one in Michigan at that time. He apparently anticipated the organization of a normal school in the near future, for he said, "Until a regular school for teachers shall be established in the State, it is right that one or more of the branches of the University shall make teaching a part of its instruction." The next Superintendent, Mr. Comstock, referred to normal schools and their work without any special recommendation. Superintendent Mayhew declared normal schools to be indispensable to the perfection of any system of national education, and that "such an institution would be productive of incalculable good."

The report of the Board of Visitors of the University, made in 1847 and probably written by "Father Pierce," urged the establishment of a normal school and an appropriation of Salt Spring Lands for this purpose. In his message to the Legislature in 1847 Gov. Ransom said: "I am not aware that further

legislation is necessary to our common school system, unless it be expedient to provide for the establishment of normal schools for the education and qualification of teachers. Such institutions, when properly conducted, have been productive of great good, and no doubt is entertained but that such would be the result of their introduction into this State."

Bills were introduced into the Legislature in 1848 for establishing a separate department of the University for the instruction of teachers, and also for the establishment of temporary normal schools or teachers' Institutes. The Senate passed a bill providing that one of the branches of the University should be organized as a normal school. However, no one of these bills became a law. Public sentiment was improving, but had not yet ripened sufficiently to take form in a definite and positive legislative enactment. The State Superintendent, in his report for 1848, said, "I would not, however, with our age as a State, and the advancement we have made in the department of public instruction, recommend the establishment of a single normal school, and especially when we consider our present necessities." He believed that more could be done for the preparation of teachers, at that time, through Institutes, and through the newly opened union schools than by the establishment of a normal school.

Francis W. Shearman became Superintendent of Public Instruction in January, 1849, and Mr. Comstock, who had previously been Superintendent, was made chairman of the committee on Education in the House of Representatives. Early in the sesson of the Legislature a bill was reported from this committee for establishing a normal school. This bill was zealously urged forward by Mr. Comstock, and others and finally became a law on the 28th of March. A supplementary act was passed which was approved on the 31st of March. At the next session of the Legislature these two acts were consolidated and amended by a new act, approved by the Governor March 25th, 1850. The normal school was organized and opened under the provision of this last act.



Adonijah Strong Welch.

CHAPTER I.

Location and Opening of the School.

The act for establishing the normal school created also the State Board of Education. The first duties imposed upon this Board were to select a location for the normal school, provide for the erection of suitable buildings, and take general control and direction of the organization and management of the institution. By the original act, the Board was to consist of three members appointed by the Governor, with the approval of the Senate, and the Lieutenant Governor and State Superintendent as ex officio members. The consolidated act increased the Board by the addition of the State Treasurer who was to be the treasurer of the Board. The first Board, under the original act, consisted of Randolph Manning, Samuel Barstow, Samuel Newbury, Superintendent Francis W. Shearman, and the Lieutenant Governor. The first Board, under the consolidated act, consisted of Isaac E. Crary, Samuel Barstow, Elias M. Skinner, Superintendent Shearman, and the Lieutenant Governor and State Treasurer. By the revised constitution of 1850 the Board was reduced to three members to be elected by the people, with the Superintendent of Public Instruction as a member and secretary, ex officio.

The Board organized in May 1849 by electing Samuel Newbury President with other necessary officers. At this meeting arrangements were make for locating the lands appropriated for the normal school, and for receiving propositions for the location of the institution. At the second meeting of the Board, held in September, propositions were received from Ypsilanti, Jackson, Marshall, Gull Prairie, and Niles. These various propositions, which were printed in the first report of the Board, made to the Legislature in 1850, offer matter of entertainment and interest. The most elaborate paper was from a committee of the citizens of Gull Prairie, a pleasant little village in the township

of Richland, Kalamazoo County. They called attention to the facts that their place was central in the State, was sufficiently accessible, and at the same time just enough retired to be free from dissipating and immoral influences, was very healthy, that living expenses were low, and that they were of the opinion that "nature or the God of nature," had arranged the place for the especial accommodation of "the State Normal School of Michigan." In addition to these natural advantages, they pledged to provide sufficient land, and to give $7,364 in cash.

Jackson offered all the land desired, the free use of rooms for the school till buildings could be erected, and $10,335 in money.

Marshall offered five acres of land valued at four thousand dollars.

Niles proposed to give suitable grounds, and the sum of five thousand dollars to be paid in three equal annual installments.

Ypsilanti offered a cash subscription of $13.500, temporary rooms for the use of the school, and proposed to pay, upon cer-

specified conditions, for five years, the salary of the principal teacher of the model school, which salary might be $700 per year.

After full examination and investigation the Board decided to accept the proposition made by the citizens of Ypsilanti.

In their report the Board say:

"The advantages of this site, in point of health, accessibility, and locality, were deemed, under all the circumstances, not second to any other, while the proposition to the Board was by far the most liberal. The site selected is convenient of access to all parts of the State. The village of Ypsilanti is sufficiently large to furnish every facility for boarding pupils, and the character of its population, and the deep interest manifested by them upon the subject of education, cannot fail to surround the institution with good influences."

The Board proceeded as rapidly as circumstances would permit to erect a suitable building for the school. A description of this building will be found in another connection. The building having been completed, the formal exercises of dedication took place on the fifth of October, 1852. A complete account of the

exercises and addresses was published in the report of the Board for 1853.

As this report can not be readily obtained a tolerably full outline of the proceedings will be given here. The Superintendent of Public Instruction opened the exercises with the reading of appropriate selections from the Scriptures. The reading was followed by a prayer offered by Rev. Mr. Reed of Ypsilanti, in which he invoked the blessing of God upon those who should be charged with the management of the institution, and upon "the many youth that should in the future, crowd these halls," closing with the petition that "streams of knowledge may flow out from this Institution in all directions, till they shall reach all parts of our State and bless every school, every family, and every child."

The following hymn, written for the occasion by D. Bethune Duffield of Detroit, was sung:

Hail: spirit of immortal Truth,
Bright emanation from on high,
Now o'er our nation's glowing youth,
Extend thy wings of purity,—
To thy great purpose now we raise
These noble walls, this song of praise.

Here have we built a holy shrine,
Where thy true worshippers, may kneel,
And seek to know the art divine,
Of teaching what thy laws reveal;
Pour then thy flood of golden light,
And cheer the groping student's sight.

May thy disciples hence depart,
Well girded for their toilsome life,
And ever as they faint at heart,
Sustain them for the ceaseless strife;
Give them to feel that by thy power,
Bright hopes oft deck the darkest hour.

Teach them our rising youth to lead
In Wisdom's ways, whose paths are peace,
And grant as the years succeed,
Our numbers here may still increase;
Till from these heights bright streams shall flow,
To cheer the drooping vales below.

Great God: preserve this sacred fane,
And let thy smile upon it rest,
For Art and Science build in vain,
Unless the work the Lord has blest;
Take it within thine own embrace,
And bless it to our land and race.

An address was delivered by "Father Pierce," the first state Superintendent, upon the subject, "A Perfect School System." Naturally enough Mr. Pierce was in an exultant state of mind. A purpose which he had most ardently desired had been accomplished; an institution especially designed for the education and training of teachers had been established. Among other things he said:

"What we need, and what we must have, is a perfect school system; not perfect in degree, but perfect in kind; a system adapted in all its parts to the wants of a great and flourishing republic,—and it is certainly matter of just pride, that we have already all the elements of such a system,—a foundation of solid granite, laid in the constitution, the fundamental law of the State. We have also the basis of a magnificent educational fund * * * * provision for a Normal school, now ready to enter upon its career of usefulness * * * * a university with buildings, library, and apparatus. At the head of the whole scheme stands the Superintendent of Public Instruction. * * * * The system is comprehensive and grand, and amply sufficient to reach every child in the State, and furnish him with all the elements of a good education."

After speaking in appropriate terms of the university and its work, he continues:

"By acts of the Legislature a normal school has been created, and provided with a liberal fund for its support. And by the munificent donation of citizens of this place, this noble building has been erected, and just now is to be dedicated to the high purpose of the institution. Eulogy is no part of my vocation, but it is due to say that the Board of Education are entitled to the highest commendation for their faithfulness, good sense, and judgement, as well as economy and taste, which they have exhibited in fulfilling the trust reposed in them. * * * * They have aimed to lay the foundation of an institution which should promote the interests of the rising generation, and do honor to the age. What remains is, that the gentleman to whose care the institution has been committed, and those associated with him, do their duty. * * * * I can not but rejoice to witness this consummation, and feel myself highly honored in being called to participate in the ceremonies of the day. It was earnestly

desired by me when the foundation of our school system was laid, that such an institution might be established. It has ever been my deliberate judgement, that it was essential to perfect the system, and ensure success. * * * * To the guardians of this institution I would say, go on, then in the noble work; falter not in the good cause; persevere, that teachers may be qualified to train up the young spirits of our country to high and elevated sentiments, to form noble purposes; to act on fair and honorable ground, leading them onward and upward to virtue and the full enjoyment of the highest good, the To Kalon of the ancient Greeks; that ineffable good which Christianity has fully revealed and promised to the pure in heart and in life."

After the close of Mr. Pierce's address, Hon. Isaac E. Crary, President of the Board of Education, pronounced the formal dedication in these words:

"Now, therefore, in the presence of that Being who is a God of knowledge, and in behalf of the Board of Education, I do dedicate this Building to the People of the State of Michigan, to promote the great cause of man—the cause of God, and may this dedication be not all in vain. May all those who shall hereafter have charge of this Institution be endowed with the spirit of Wisdom, and may all who come up to this high place of instruction be so imbued with that spirit as to become ministering angels to the wants and necessities of humanity;—and may they thus continue ministering and to minister to each successive generation until there shall not be one solitary individual within our wide-extended borders who has not drank deeply of the healing waters that shall gush forth from this high fountain. * * * * And may the glory of the Divine Image be ever present within these walls, not standing in a thick cloud as in Judah's temple of old, but gladly tabernacled in the hearts of every one who shall come up here to teach, or be taught, until that time shall come when the lion and the lamb shall lie down together and a little child shall lead them "

Hon. Chauncey Joslin then delivered his commission of office to the Principal, Mr. A. S. Welch, addressing him, in part, as follows:

"The Board of Education, confiding in your capacity and integrity, have directed me to confer upon you the office of Principal of the State Normal School and the keys of the institution. Have you duly considered the vital importance of the obligation you are now about to assume, and the duties you will be called upon to perform? If, in the discharge of the duty imposed upon me, I, and those around us, shall seem to exhibit some emotion, you will find it to rise from the fact that we appreciate to the fullest extent the importance of the position you are to occupy.

We have intrusted to your care the moral and intellectual training of those who in their turn, are to be the instructors of our children."

In reply, Principal Welch spoke in substance as follows:

"I receive with deference this commission and these symbols of authority which you have presented. In so doing I am invited to make some brief remarks expressive of my own sentiments, and befitting the occasion. It may savor somewhat of enthusiasm, yet in my humble judgment, this day's work will form a prominent item in the history of western progress. This side the Empire State it is the first experiment of a similar character made under the auspices of legislative enactment. Who will venture to predict the influence which its success will exert upon the educational interests of the entire Northwest.

And it seems to me, sir, that in giving this edifice an elevation above the noble thoroughfare which threads our State, you have happily symbolized the relative rank which your enterprise should hold, when compared with the great physical improvements of the age.

It is no less than a systematic effort to give impetus to that cause upon which all other causes for human improvement are based, which indeed forms the very elements of all genuine progress. It is to aid those labors which though vitally essential to our prosperity, have been hitherto comparatively neglected. By giving mental refinement to the teacher, it is to create and strengthen a bond of sympathy between his and the other professions of learning. It is an effort to make the teachers' duties as desirable in practice as they are elevated in theory, and important in result. We may then regard this occasion as one of the harbingers of that day when all schemes for mental and for moral advancement shall have a firmer and closer alliance. When a universal conviction that vice and ignorance are inseparable, shall disclose the true position of the teacher, and elevate his profession to its true rank. Is it not precursory of the time when the preacher and the patriot shall regard the teacher as an equal and indispensible auxiliary; when the evidence of such estimation shall be visible everywhere—in the schoolhouse and the church exhibiting equally in their structure the proofs of elegance and taste—both rising in such equal proportion towards heaven that the last rays of the sun as he sets, shall gild alike the cupola of the one and the spire of the other.

With such views, sir, I can give but feeble expression to the sense of responsibility which weighs upon me as I enter upon the duties of so noble an enterprise. Whatever imperfections I bring with me, (and from these I can claim no exemption,) I may still, with propriety perhaps, pledge myself ever to be actuated by an earnest and an ardent zeal to use the authority thus delegated, with an eye single to the interests of this institution, to be prompted in every effort by a strong unswerving attachment to the cause to which I have devoted the labor of my life. I

thank you sincerely, gentlemen of the Board, for the confidence which your appointment implies. If freedom and candor in my communications, if an untiring effort to realize your hopes can avail, that confidence shall never be impaired, and the acknowledgements due for the honor you have conferred, will be better expressed by discharging with energy and fidelity the duties of the trust.

In entering upon this new field of labor, I am cheered by the belief that the measures which I shall adopt and pursue will meet with your concurrence and co-operation I shall look to be promptly sustained in all those wholesome regulations and discipline, without which no institution can succeed, and with equal freedom I would say that should I ever be forgetful of the high interests which you have placed in my hands, I shall expect to give an account of my stewardship. May I not also express the hope that while this institution is nourished by the genial regards of its friends in the State, they may not look too early for its fruits. That mental excellence which marks the true scholar is not the product of a day It is found only in self denial and self application, and its treasures are open only as the hard earnings of intellectual toil Not even among the marvelous inventions of the present age can there be found any labor-saving processes for the attainment of intellectual worth Furnish what facilities you will, still that versatility of acquirement which forms the finished teacher will be attained only by study—long continued, assiduous, unwearied. With due cultivation and care, this institution will produce its full harvest in due season In a State where so many are eager to enjoy its advantages, in a community so well known for liberality and just views of education, favored by all parties and all sects, how can it fail to accomplish its high objects, and become a permanent blessing to the people Far off be the day when party animosity or sectarian zeal shall trammel its free spirit by making it a bone of contention.

Let every well wisher of his country foster it, while without giving political bias it shall teach the rights and duties of an American citizen. So long as without the inculcation of doctrine or dogma, it has for its foundation the truths of the Bible—let the good man cherish it and especially may it be associated with the best and happiest thoughts of the teacher. May he regard it as his intellectual home, as the inexhaustible fountain whence he may draw those principles and precepts which shall secure his full success in the vocation which he has chosen ''

Later in the day an address was delivered by Hon Ross Wilkins, Judge of the United States Court, upon the fundamental Laws of the United States and the Rights and Duties of Citizens. With this address the special exercises closed An institute of four weeks' duration followed, under the direction of Principal Welch. During this institute the preliminary organization of

When the Michigan State Normal School was opened, there were but five such schools in the United States, and the oldest of these was less than 15 years of age. No institution of the kind existed west of Albany. Only three States had established normal schools and these States were among the oldest in the Union, rich in developed resources, and abundantly able to provide for educational experiments. Michigan, as a State, was still in her "teens": only the foundation of her educational system had been fairly laid. The outline of the system was magnificent, but it was yet hardly more than an outline.

The University was scarcely emerging from the period of its infancy, and but just beginning to take on the appearance of early maturity. The report of the Regents for the year 1852, shows only the Medical and Literary departments: the first with 162 students, the last with hardly 60, a total of 222. The faculty numbered fourteen, but one of these was an Emeritus Professor and two others were not on duty, the working force being really but eleven.

The public school system of Detroit had been in operation

only ten years. Previous to the year 1841, there had been no public school in that city. No public high school had been established there, and repeated requests for permission to form classes in Latin and Greek in the schools had been refused by the Board of Education of the city.

Union graded schools were just beginning to be organized in the larger villages of the State, mainly through the zealous efforts and labors of Superintendent Mayhew; but only a very few of these had high school departments.

The denominational schools, of which several had been established, could, at that date claim no higher rank than that of respectable Academies. Facilities for secondary instruction were exceedingly limited, and the incipient University alone offered an opportunity for collegiate instruction and study within our borders.

It will conduce to clearness, and will also be most convenient, to trace the progress and development of the school, from this point, in turn, along several tolerably distinct lines. The headings of the successive chapters will indicate these lines.

CHAPTER II.

Grounds and Buildings.

THE ORIGINAL PLAT AND ORIGINAL BUILDING.

After the decision had been made to locate the school at Ypsilanti the Board of Education were allowed to select any one of several sites placed at their disposal. Among these the lot now occupied by the Central city school, with the building then upon it, was offered to them for the sum of seven thousand dollars. Their choice finally fell upon the site where the main building now stands. This plat, to the extent of four acres, was donated by the citizens of the then village; subsequently the Board added to this by purchase, so that the original site, after some reduction by the opening of streets, contained nearly six acres (5.$^{935}/_{1000}$). Upon this they proceeded to erect a three-story brick building, 102x56 feet, which was formally dedicated, as elsewhere described, on the fifth of October, 1852. The cost of the building, according to the terms of the contract, was $15,200. Twelve thousand of this amount was paid from the proceeds of the subscriptions of the citizens of Ypsilanti and vicinity. The remaining three thousand five hundred and the cost of furnishing were paid from the fund derived from the sale of salt spring lands. The amount drawn from this fund for this purpose was $8,096.64. The total expenditure for the building and its furnishing, not including the sum paid for land, was $20,296.64.

The interior arrangement of the house provided, on the first floor, a room for the model school, with seats and desks for eighty-eight pupils, a room for the department of physics and chemistry, a small reception room, a library room, and cloak rooms; on the second floor the main school room, with seats and desks for two hundred and eight students, and several recitation



Original Building, Erected 1852.

rooms. The third story provided one room of considerable size and a number of smaller rooms for class purposes. The building was a good one for that time, but would not, of course, compare favorably, either externally or internally, with the school buildings of to-day.

On the night of Friday, October 28, 1859, this original building with its furniture and the library, then numbering about fifteen hundred volumes, was burned, nothing being saved but the chemical and philosophical apparatus, with a few cases of minerals and insects, and the bare brick walls.

The Restored Building.

Fortunately there was an insurance upon the burned building, from which eight thousand dollars were realized; but unfortunately there was none upon the furniture or library. The actual loss to the school in property was estimated at six thousand dollars.

At the time of the fire Principal Welch was absent on account of impaired health and Professor J. M. B. Sill was temporarily filling his place. The emergency was met by Mr. Sill and his associates with characteristic energy, and the exercises of the school were scarcely interrupted for a single day. The trustees of the Ypsilanti Union School tendered the free use of a number of rooms in their school building, and the Baptist society gave the use of the basement of their church. After a short time temporary quarters were furnished without charge for the school in a commodious building known as the "National Hotel."

Within a week after the fire the Board of Education made a contract with Benjamin Follett to repair the burned building, providing for some improvements upon the original plan. The work of restoration was pushed with such energy that the renovated house was ready for occupancy at the opening of the spring term in April of 1860.

The external appearance of the building was improved by a change in the roof and by the addition of a small cupola. The interior was improved by some changes in the arrangement of rooms. The first floor was occupied by the laboratory, a small

apparatus room, a museum, a small reception room, cloak rooms, and a lecture room seated for sixty students, and a room of moderate size for the model school. The second floor contained the chapel or general assembly room, which was also used for the ladies' study hall, and would accommodate about two hundred pupils, a small library room, and another room used sometimes for a music room and sometimes for recitation purposes. The third floor was occupied by the gentlemen's study hall with seats for one hundred and twenty students, the drawing rooms, and recitation rooms of the teachers of Mathematics and of the Ancient and Modern Languages.

The Old Gymnasium.

The matter of providing means for proper physical culture in connection with the normal school received attention from the very opening of the institution. The Principal and other members of the board of instruction were zealous in seeking to obtain apparatus and other conveniences to enable them to give training in gymnastics and calisthenics. The Board of visitors for 1859, in their report, earnestly seconded the efforts of the faculty. The Board of Education also labored in the same direction. In their report for 1860 they urged the need of a building for physical culture and asked for a small appropriation for the erection of such a building. The Legislature failed to make the desired appropriation, and the request was renewed the next year, but without success. The Board, however, were so deeply impressed with the importance of the matter that they contrived to save enough out of the ordinary appropriation made for the school, increased by some private contributions, to erect a small building at an expense of twelve hundred dollars, and to furnish it with a fair amount of inexpensive apparatus.

Before the completion of the building, by the joint efforts of teachers and students, some cheap apparatus had been provided and arrangements had been made for regular instruction in physical exercises. With the new building it became possible to make the work more systematic and thorough. But as no special teacher could be employed for this department, the instruction and train-



Building Restored After the Fire, 1860.

ing were necessarily irregular and intermittent. Nevertheless the "old gymnasium" primitive and unpretentious as it was, served an excellent purpose. The building, with all its contents, was totally destroyed by fire on the night of August 1, 1873. It stood on ground now occupied by the extreme portion of the rear exten sion of the present central building Had the wind been strong from the west, at the time of the fire, the disaster of 1859 would probably have been repeated, as no adequate protection against fire then existed in the city.

The Conservatory Building.

The original act establishing the normal school provided for giving "instruction in the mechanic arts, and in the arts of husbandry and agricultural chemistry." When at a later time the Legislature made provision for the establishment of an Agricultural College the prospective institution was placed in charge of the Board of Education, and so remained for several years. In consequence of this arrangement the Board became officially, and some of them personally, much interested in agricultural affairs. In 1864 Benjamin Follett, Esq., of Ypsilanti, was president of the State Agricultural Society and Hon. Witter J. Baxter, was a prominent and active member of the executive committee of the same organization Mr. Baxter was also an influential member of the Board of Education. Mr. Follett, Mr. Baxter, and Principal Welch were warm personal friends, and were all greatly interested in building up the normal school and also in the prosperity of the agricultural society. So much of preliminary explanation is necessary to an understanding of the reasons for what follows.

In March, 1864, the executive committee of the agricultural society, through Mr. Follett, proposed to the Board of Education "to establish a library and cabinet on the normal school grounds, and to appropriate the sum of two thousand dollars for the erection of a building, on condition that the Board and the citizens of Ypsilanti and vicinity would raise or appropriate three thousand dollars for the same purpose." They proposed also to appropriate two hundred and fifty dollars annually to make collections for the

library and museum on condition that the Board of Education would appropriate an equal amount.

These propositions were accepted by the Board, and the citizens of Ypsilanti were asked to raise fifteen hundred dollars of the required three thousand, "in consideration of the great local advantage to accrue to the community from the presence of such an agricultural museum." The citizens readily pledged the amount asked, and arrangements were immediately entered into for the erection of a building. This building was to be 70x40 feet, two stories above the basement, and was to have a large lecture room for the winter meetings of the agricultural society, and ample accommodation for the cabinets and libraries of both the society and the normal school. It was anticipated that the proposed building would be completed at an early day; but various unexpected obstacles caused delay so that it was not enclosed and roofed over until late in the autumn of 1865. Then still other obstacles appeared, and further delays occurred. The agricultural society lost its interest in the project, and after having expended $3,250, finally in 1868 assigned all its rights and claims in the building to the Board of Education. It should be stated, however, that the Legislature, by an appropriation in 1871, reimbursed the agricultural society for the money which it had thus expended. At its session in 1869 the Legislature appropriated $7,500 to complete the building and grade the normal school grounds. In January, 1870, the Board accepted the finished edifice and, by formal vote, changed its name from "normal museum" to "new normal school building." The original plan and purpose of the building had been lost during the years of delay, and until the year 1882 it was devoted to the use of the Training School. Since that time it has been occupied in part or in whole by the Conservatory of music. In 1886 the hall in the upper story was fitted up by the Board of Education and set apart for the use of the Students' Christian Association. The association continued to occupy this room until the completion of "Starkweather Hall" in March of 1897.

The Front Addition to the Main Building.

In their report for 1874 the Board of Education made an earnest plea for a new building or for an addition to the old main building, setting forth very fully the imperative demand for more conveniences in the way of class and lecture rooms, and also the need of an assembly hall with a seating capacity of at least eight hundred. They asked of the Legislature an appropriation of thirty thousand dollars. The desired funds were not secured at that time, but the Legislature of 1877 appropriated the sum asked for and the work of enlargement was completed during the following year. The work included the addition, 88x93 feet, to the front, the tearing down and rebuilding of a large part of the rear wall of the old building, the raising of the roof to correspond to the roof of the addition, and the remodeling of most of the interior. While the specific legislative appropriation was only $30,000, the amount actually expended in making the enlargement and improvements was $43,347.18, a little over eleven thousand dollars being drawn from an accumulated current expense fund, and something more than two thousand dollars being contributed by citizens of Ypsilanti for the erection of the tower at the northeast corner. A detailed description of the interior arrangements of the building may be found in the State Superintendent's report for 1878.

The Rear Addition.

The continued growth of the school soon made demands for more room, especially for the proper accommodation of the practice and training department. At the earnest request of the Board the Legislature of 1881 made an appropriation of $25,000 for a new building or for another addition to the old one. After careful consideration the Board decided to make an addition in the rear about 112x53 feet and two stories in height, the rooms on the lower floor to be devoted to the purposes of the training school, and those on the second floor to an increase of the working facilities of the normal department. A small observatory was erected upon the new building at an expense of about seven hundred dollars. The building was completed and ready for use at the open-

ing of the school in September, 1882. The facilities thus supplied rendered it possible to enlarge the training school, and to give it a more complete organization, thus greatly increasing its usefulness and efficiency.

The Third Addition.

An appropriation of $7,700 was made in 1883 "for the purpose of grading the grounds, building out-houses, painting buildings, and making other needed repairs and improvements." The increasing number of students created still fresh demands for additional room. In his report for 1883, the acting Principal said, "The increase during the year just closed over 1881–2 is sixty-eight. This number is a little larger than the increase of any year since 1870-1, and very much larger than of any recent year. The figures are of interest as seeming to indicate a restoration of public confidence in the work of the school, and the opening of a period of greater prosperity and usefulness."

In his report for 1884 Principal Willits presented the needs of the school at considerable length. Among other things he said, "We want more room; we need ample study halls. The three study halls we now have are full to overflowing. * * * * It is desirable that there should be one study hall large enough to seat all the ladies. The Preceptress has the special charge of the ladies as regards their deportment, etc., which makes it advisable that at least once a day she may see them all at one time and alone. * * * * I suggest the erection of an addition, a building say 60x100 feet, in the second story of which shall be a study hall of the full size, less the corridor, to accomodate about 500 students, for the ladies. * * * * The third story of the addition may be utilized for the department of physical sciences. The lower story will be needed for enlarged facilities for the practice school. We need more room for the library. * * * * All these facilities may be furnished by the addition above described. With them, I believe we can handle twice the number of students we had last year at 25 per cent extra cost; we can provide for 800 students in the normal school and do the work well."

In his report for 1885 Mr. Willits said, "Last year I

strongly urged an enlargement of the main school building. I repeat the suggestions of my last report, and most emphatically urge its adoption. * * * * I would wish to be emphatic enough to satisfy the most sceptical of the earnestness I feel on this subject."

In the State report for 1886 both the Board of Education and the acting Principal urged the imperative necessity for additional facilities, and expressed the hope that the Legislature would make the needed appropriation.

The Legislature finally yielded to these repeated and urgent representations, and an appropriation of $60,000 was made during the session of 1887, for the erection and furnishing of additional buildings.

With this appropriation, wings were erected on the north and south sides of the old center building, each about 100 feet in length, including the connecting corridors, and something over 50 feet in width on an average, and two stories in height. The north wing contained, on the first floor, the library and two society rooms, and on the second floor two society rooms and a large room originally designed for the gentleman's study hall. A change has since been made by which the whole of the first floor is devoted to the Library and Reading room, and the two society rooms are transferred to the second story. The south wing contained, on the first floor, several class rooms and on the second floor the ladies' study hall and another large room originally occupied by the Drawing department. Changes have since been made in the arrangement of rooms in the second story. At the same time a separate boiler house was put up and equipped with the necessary heating apparatus This last addition to the buildings contributed to the general safety, but did not add to the beauty of the grounds; and the building has now been taken down and erected in the rear of the main building.

During the year 1892 two additions, each about 24x30 feet and two stories in height, were made, to furnish lavatories and water closets. The cost of these, with fixtures and connections, was about $3,000.

The New Gymnasium.

The interest in physical development and training during the early history of the school has been indicated in the account of the old gymnasium. After the destruction of that building occasional efforts were made, with some success, to introduce such exercises as could be carried on in the study halls and in the larger class rooms. These efforts, however, were intermittent and very little of a systematic character could be accomplished. After the last additions to the central building a room was fitted up in the basement of the south wing, some apparatus was procured, and considerable voluntary work was done, enough to attract the attention of the visiting committees of the Legislature and to engage their interest in the effort to secure an appropriation for the erection of a regular gymnasium.

In his report for 1892 Principal Sill said:

"We are still in need of suitable means for exercise and for instruction in physical training. The demand for teachers skilled in this department of education grows more and more urgent as its claims for recognition and attention become better known. We need a special instructor in physical training and we also need more play and exercise grounds and a suitable gymnasium. The meeting of these wants is urged upon purely pedagogical grounds. No education can be deemed complete whose course of training has neglected the body and concerned itself only with the mental and moral development of the pupil. If the Michigan State normal school is to hold its place in the front rank of institutions of its kind it cannot longer neglect this most important side of a symmetrical training."

He urged the appointment of a suitable teacher in physical culture, the providing of additional grounds, and the erection, at the earliest possible time, of a gymnasium building. The Board of visitors for the same year said, in their report:

"It would seem to your committee that the great need of the State normal school of the great educational State of Michigan, is a physical training department. Too long has our State sent her children to her normal school without providing them with the necessary facilities for physical development."

These persistent efforts were finally crowned with success. The Legislature of 1893 appropriated $20,000 for the erection of a building for physical culture. The problem of locating the building was a perplexing one. The original grounds were



Gymnasium, Erected 1894.

not extensive enough to afford a suitable site sufficiently removed from the other buildings for safety in case of fire. The appropriation was not large enough to make it possible for the Board to purchase additional land without assistance from some quarter. In this emergency, as on other occasions, the public-spirited citizens of Ypsilanti came to the rescue. By voluntary subscriptions they raised a sum which enabled the Board to secure a lot containing about one acre, on the south side of Cross street opposite the old campus.

The Lecture Association of the Faculty of the school contributed five hundred dollars toward the purchase of the lot, and something over a thousand dollars to furnish the apparatus for the ladies' rooms in the gymnasium. The building completed and furnished cost, not including the price of the grounds, over $20,000. It was dedicated, with appropriate exercises, to the purposes for which it was designed, on the 18th of May, 1894. The structure is about 100x100 feet, is so divided and arranged that one half is devoted to the exclusive use of the young women, and the other to the exclusive use of the young men, and is, in every respect, a model building of its kind. The desires of the founders and early supporters of the normal school for ample facilities for appropriate physical culture have at last been gratified. It is not the design of the institution to train athletes, but to give symmetrical and fitting development to the human body; in a word, to secure for every student, as far as possible, the priceless blessing of a "sound mind in a sound body."

In his last report to the Board, Principal Sill wrote:

"I desire to congratulate the school upon the happy outcome of our request for the means of physical culture, and wish in its behalf to express thanks for the interest taken by you, and for your energy in bringing this important matter to the attention of the Legislature, and to the Legislature for its wise and intelligent action, securing a great and fully appreciated advantage to the normal school and, through it, to the children and youth of our beloved commonwealth. The event marks a notable and honorable era in the history of free education in Michigan."

The Training School Building.

The department known at successive periods by different names but now usually designated as the Training school, has

been somewhat migratory in its habits. It was first domiciled in narrow quarters in the old main building, afterwards, for several years, in the present Conservatory building, later in the rear addition to the main building. The large increase in the number of normal students from 1883–4 to 1891–2, and the consequent increase in the number of teachers, created an urgent demand for more rooms to accommodate the regular normal classes. The most natural way of securing the needed additional rooms seemed to be by providing a separate building for the Training school. Yielding to the urgent solicitations of members of the Board and others the Legislature in 1895 appropriated $25,000 for the erection of such a building. The question of finding a suitable location for the proposed structure was a very serious one. It could not be placed upon the original normal grounds without crowding the buildings so close together as to increase very greatly the danger in case of fire, to say nothing of the general appearance. In this emergency the city of Ypsilanti again manifested its liberality and public spirit, by purchasing and donating to the Board of Education a very desirable site, consisting of something over three acres of land adjoining the old campus on the west side. For this the city paid $8,500.

The plans originally adopted by the Board contemplated a structure 170 feet in extreme length and 107 feet in extreme depth, and consisting of a centre portion and two wings. In their report for 1896 the Board say: "When the plans had been completed and submitted, it was found that the building called for in such plans could not be completed for the amount of the appropriation. It was therefore thought best to retain the model building plans, to complete the building for present use within the appropriation, and, whenever in the future it should seem necessary to add to the building, to do so along the lines of the original plans." The building, according to the reduced plans, was completed so as to be occupied by most of the grades of the Training school about the first of April, 1897. At some subsequent time it will doubtless be finished in accordance with the original design, and it will then afford ample and excellent accommodations for the whole school.

Starkweather Hall.

Starkweather Hall, the beautiful home of the Students' Christian Association, erected by the beneficent liberality of Mrs. Mary Starkweather of Ypsilanti, is fully described in connection with the history of the association. It occupies a small portion of the grounds donated by the city of Ypsilanti for the use of the normal school, and is, to a limited extent, under the care and control of the Board of Education.

Valuation.

In their report for 1896 the Board of Education valued the land and buildings at $194,700.

CHAPTER III.

Development of Courses of Study and Instruction.

Nearly everything peculiar to a normal school belongs under this head. It will be allowable, therefore, to give the discussion of this topic a pretty wide range, and to enter into some minuteness of detail. The progress and character of development can be fairly estimated only by ascertaining, as far as possible, the purpose in view, the ultimate object to be attained. The development, if legitimate, should be towards the accomplishment of this object. Did the early advocates of normal schools in this country have any tolerably well defined notions of an ideal institution for the instruction and training of teachers? and were their efforts directed to the establishment of such a school? If they had an ideal of this sort and have left a description of it, we can readily determine the direction which development should take, and can estimate the progress which has been made up to the present.

A short time before the opening of the first normal school in the United States, Dr. C. E. Stowe, after visiting Europe and examining with much carefulness the teachers' seminaries recently established there, published the results of his investigations, and set forth with considerable minuteness of detail the plan of an ideal normal school, without, as he himself acknowledged, expecting that the plan could be carried into immediate effect. His paper has great historical interest, as indicating the lines along which he and other men of his time believed the professional education and training of teachers would be developed.

The sum of what he proposed was embodied in a series of

six formal propositions. The only one of these which is of special importance to our present purpose is that which gives an outline of the courses of study and instruction which should ultimately be provided for in the school. The extent and character of these courses will probably surprise those who have been accustomed to regard the province of the normal school as a very limited one, scarcely extending beyond the elementary grades. In his sixth proposition, Mr. Stowe says:

"The course of instruction in the Teachers' Seminary should comprise lectures and recitations on the following topics, together with such others as further observation and experience may show to be necessary.

(1) A thorough, scientific, and demonstrative study of all the branches to be taught in the common schools, with directions at every step as to the best method of inculcating each lesson upon the children of different dispositions and capacities, and various intellectual habits.

(2) The philosophy of mind, particularly in reference to its susceptibilities of receiving impressions from mind.

(3) The peculiarities of intellectual and moral development in children, as modified by sex, parental character, wealth or poverty, city or country, family government, indulgent or severe, fickle or steady, etc.

(4) The science of education in general, and full illustrations of the difference between education and mere instruction

(5) The art of teaching.

(6) The art of governing children, with special reference to imparting and keeping alive a feeling of love for children.

(7) History of education, including an accurate outline of the educational systems of different ages and nations, the circumstances which gave rise to them, the principles on which they were founded, the ends which they aimed to accomplish, their successes and failures, their permanency and changes, how far they influenced individual and national character, how far any of them might have originated in premeditated plan on the part of their founders, whether they secured the intelligence, virtue, and happiness of the people, or otherwise, with the causes, etc.

(8) The rules of health, and the laws of physical development

(9) The dignity and importance of the teacher's office.

(10) Special religious obligations of teachers in respect to benevolent devotedness to the intellectual and moral welfare of society, habits of entire self-control, purity of mind, elevation of character, etc.

(11) The influence which the school should exert on civilization and the progress of society.

(12) The elements of Latin, together with the German, French, and Spanish languages." (Barnard on Normal Schools.)

In other propositions provision is made that, in order to enter a normal school, students must not be under sixteen years of age, and must be "well versed in all the branches usually taught in common schools;" that the studies should be arranged into a regular course of three years; that model or training departments should be established, and that the senior class should teach in the model school under the immediate direction and oversight of their instructors.

This may be regarded as a sketch in outline of the ideal normal school as it appeared in anticipation, sixty years ago, to the most earnest friends of popular education. It provided for the study of education as a science, and of teaching as a correlated art; for the study of mind in a philosophical aspect and direction, and for the study of children and of childhood in all directions; for a most exhaustive and fruitful study of educational history; for proper attention to physical development and training; for fitting moral and religious instruction, and for a fair degree of intellectual culture. An institution which should embrace in its curriculum of study and courses of instruction all this could not be created at once by an act of a Legislature or by the zeal, however intelligent, of a few leaders of educational thought. The beginnings must of necessity, be very humble, a long way below the ideal. Immediate surroundings, means, and the educational needs of the State and of the times, must be taken into account. Circumstances demanded the best that was practically possible; the ideally desirable and beautiful must wait for more favorable conditions, and a higher stage of educational development.

In their courses of study and instruction, and in their general arrangements, the newly established normal schools in the East could not be expected to approximate very closely to the ideal just described.

At the opening of the first normal school in Massachusetts, at Lexington, on July 3, 1839, no formal course of studies had been prepared. Mr. Pierce, the Principal of the school, writes:



Main Building After Front Addition, 1878.

"Nearly thirty years' experience in the business of teaching, I thought, had given me some acquaintance with its true principles and processes, and I deemed it no presumption to believe that I could teach them to others. This I attempted to do in the normal school at Lexington; (1) didactically, that is, by precept, in the form of familiar conversations and lectures; (2) by giving every day and continually, in my own manner of teaching, an exemplification of my theory; (3) by requiring my pupils to teach each other, in my presence, the things which I had taught them; and (4) by means of the model school where, under my general supervision, the normal pupils had an opportunity both to prove and improve their skill in teaching and managing schools At all our recitations, (the modes of which were very various,) and in other connections, there was allowed the greatest freedom of inquiry and remark, and principles, modes, processes, everything indeed relating to school-keeping, was discussed. The thoughts and opinions of each one were thus made the property of the whole, and there was infused into all hearts a deeper and deeper interest in the teachers' calling. In this way the normal school became a kind of standing teachers' institute."

This method of conducting the school was natural and wise enough at the beginning, when the number of students was very limited, and most, or all of them, were teachers of some experience, but it soon gave way to a more formal and regular plan.

A consecutive course of instruction was soon arranged which included all the ordinary common school branches, most of the studies of the academy or high school of that time, and in addition mental philosophy, vocal music, the constitution of Massachusetts and of the United States, the principles of piety and of morality common to all sects of Christians, and the science and art of teaching with reference to all the studies named.

In theory at least, an experimental or model school was attached to each normal school. In the teaching of this school the students of the normal assisted under the supervision of the Principal. They also observed the instruction given by the regular teachers of the model school, and afterwards, with the Principal and teachers, met for free discussion of the merits and defects of the work which had been observed.

The law establishing the first normal school in Connecticut, enacted in 1849, provided that the object of the school should be, "not to educate teachers in the studies now required by law, but to receive such as are found competent in these studies, * *

* * and train them in the best methods of teaching and conducting common schools."

The trustees were also *authorized*, but not required, "to make provision for a Model Primary School * * * * in which the pupils of the normal school shall have opportunity to practice the model of instruction and discipline inculcated in the normal school".

The course of instruction included: "(1) A thorough review of the studies pursued in the lowest grade of common schools. (2) An acquaintance with such studies as are embraced in the highest grade of common schools, authorized by law, and which will render the teaching of the elementary branches more thorough and interesting. (3) The art of teaching and its methods, including the history and progress of education, the philosophy of teaching and discipline, as drawn from the nature of the juvenile mind, and the application of those principles under the ordinary conditions of our common schools."

The provision for professional instruction is stated a little more definitely than in Massachusetts.

In place of providing a model school of their own, the trustees made an arrangement by which the several schools in one of the districts of New Britain, where the normal school was located, were to be used as schools of observation and practice by the students of the normal. These schools were attended by about four hundred children who were classified "into three Primary, one Intermediate (Grammar), and one High School." This plan was, in theory at least, the best that could have been made, at that time, and possibly with proper arrangements for oversight and criticism, the best for any time.

The normal school opened at Albany, N. Y., in December of 1844, of which D. P. Page was the first Principal, began with a course of studies essentially the same as that of the Massachusetts schools. The course in the normal schools for female teachers, opened at Philadelphia, in 1848, was of the same general character, but a little less extensive.

With the example of these pioneer institutions before them,

it was only natural that the Board of Education and the teachers of the new Michigan normal school should adopt a similar curriculum. They went, however, a little beyond the previously established schools, and, "after careful inquiry into the wants of the schools and of the State," prepared a Classical course in addition to the usual English one. For convenience of future reference and comparison these courses are given in full, arranged by years and terms.

English Course.

FIRST YEAR.

First Term.
Mitchell's Geography, (reviewed).
Clark's Grammar, (reviewed).
Davies' University Arithmetic.
Swan's Elocution.
Parker's Philosophy.

Second Term.
Davies' Bourdon's Algebra, (begun).
Gray's Chemistry.
Cutter's Anatomy and Physiology.
Analysis of the English Sentence.
Vocal Music and Drawing.
Book-keeping.

SECOND YEAR

First Term.
Davies' Bourdon's Algebra, (finished).
Wood's Botany.
Blair's Rhetoric.
St. John's Geology.
Davies' Legendre's Geometry, (begun).

Second Term.
Davies' Legendre's Geometry, (finished).
Davies' Plane Trigonometry.
Davies' Surveying.
Winslow's Intellectual Philosophy.
Lectures on Theory and Practice of Teaching.
Constitution of United States.
Composition and Declamation throughout the course.

Classical Course.

FIRST YEAR.

First Term.
Latin and Greek Grammar. (reviewed).
Cooper's Virgil's Aeneid.
Lucian's Dialogues, or French and German.
Davies' Bourdon's Algebra. (begun).

Anthon's Cicero's Orations.
Second Term. Owen's Xenophon's Anabasis, or French and German.
Lincoln's Livy (begun).
Davies' Bourdon's Algebra. (finished).
Analysis of English Sentence.

SECOND YEAR.

Lincoln's Livy (finished).
First Term. Owen's Homer's Iliad, or French and German.
Davies' Legendre's Geometry (begun).
Ancient Geography.

Anthon's Cicero De Senectute or De Officiis.
Second Term. Xenophon's Memorabilia or French and German.
Gray's Chemistry.
Davies' Legendre's Geometry, (finished).

THIRD YEAR.

Anthon's Horace's Odes.
First Term. Wood's Botany.
Blair's Rhetoric.
Plane and Spherical Trigonometry and Surveying.

Euripides' Medea, or Spanish.
Robinson's Mathematical Astronomy.
Second Term. Winslow's Intellectual Philosophy.
St. John's Geology.
Lectures on Theory and Practice of Teaching.

Composition and Declamation of original pieces throughout the entire course. A series of lectures on Agricultural Chemistry was promised in the winter term.

The first catalogue states that "The classical course is designed to prepare teachers for our Union schools, which are rapidly increasing in number and importance. As these institutions supply the place of Academies in the State, they should be conducted by men of thorough classical and scientific attainments." It was provided that pupils who could not complete either course might "take any of the branches in their order," and might receive a certificate of advancement after attending one term. It



David Porter Mayhew.

will be seen, at a glance, that the amount of distinctively professional instruction provided for was very small. Intellectual Philosophy, taken up toward the close of the course, was taught rather as an academic than as a professional study, although it could not fail to have some bearing upon the special purpose of the school. The lectures, during the last term, upon the Theory and Practice of Teaching formed the main part of the direct professional instruction. In addition to this, however, the reviews of the common branches were without doubt conducted with special reference to methods of teaching them, and thus became professional in the best sense of that somewhat ambiguous term. In fairness this should be taken into account in judging of the professional character of the instruction given during the first years of our own and all other normal schools of that period.

In the development of the Michigan normal school discussion and experimentation have, from the very beginning, centered (1) around the conditions of admission, (2) the courses of studies and instruction, and (3) the form and character of the model or training department. The internal history of the institution is made up largely of such discussions and experiments and an account of their results. The school had scarcely opened before the conditions of admission and the courses of instruction came under the fire of sharp criticism.

The original act made the following provisions in relation to admission to the school. The Board of Education were authorized to make such rules and regulations as they should deem "necessary and proper," but every applicant was to "undergo an examination under the direction of the Board, and if it shall appear that the applicant is not a person of good moral character, or will not make an apt and good teacher, such applicant shall be rejected." It was also required that "the applicant shall, before admission, sign a declaration of intention to follow the business of teaching primary schools in this State." A further provision was "that pupils may be admitted without signing such declaration of intention to teach on such terms as the Board may prescribe" Such pupils might be required to pay reasonable tuition fees; pupils who signed the "declara-

tion'' were, by implication, free from any charge for tuition. The statute also said that ''each county shall be entitled to send pupils in the ratio of the representatives in the State Legislature to which it is entitled, not to exceed such number as the Board may prescribe.''

Before the opening of the first term, the Board adopted rules and regulations in relation to admission, etc., the substance of which was as follows:

(1) Each member of the House of Representatives was authorized to appoint two pupils, (one of each sex) in his district.

(2) Pupils admitted to the English course must not be less than fourteen years of age, those admitted to the Classical course not less than thirteen.

(3) Pupils appointed by members of the House of Representatives were to pay one dollar entrance fee at the commencement of each term, or two dollars if they took the Classical course. All other pupils preparing to teach were to pay three dollars per term, or four dollars if they pursued the Classical course. Those taking the English course, and not intending to teach, were to pay six dollars per term; the same class of pupils in the Classical course, eight dollars per term.

(4) In respect to examinations this was stated:—''All pupils preparing to teach will be examined for admission to any of the *classes* which they propose to enter. There will be regular examinations, occupying one week, at the close of each term.''

Practically, so far as appears, no formal examinations were required for entering the school, and no declaration of intention to teach was demanded. The result was that a considerable number of students came into the school who had no intention of becoming teachers, and the institution assumed, to a large extent, the character of an excellent academy or high school. It soon became obvious to the Principal and to the Board that a somewhat radical and thorough change of policy, in certain directions, must be made as speedily as possible. During the progress of the fourth term the Board adopted resolutions pledging their best efforts ''toward the accomplishment of the end sought by the creation of the normal school'', and declaring that contemplated ''changes in the manner of conducting'' the school should be made at the close of the present term, that is at the close of the second school year. The most important of these changes had

reference to the terms of admission and the courses of instruction.

The new regulations provided that hereafter male pupils must have attained the age of eighteen, and female pupils the age of sixteen years, in order to be admitted to the school; and that *all* pupils on admission should be required to sign and file with the Principal the following declaration: "We, the subscribers, do hereby *declare* that it is our intention to devote ourselves to the business of teaching in the schools of this State, and that our sole object in resorting to the normal school is the better to prepare ourselves for the discharge of this imperative duty."

Provision was made that "academic" students already in the school, who did not intend to teach, might remain, provided they hereafter pursue the regular normal course of studies, and pay a tuition fee of six dollars for the summer term and eight dollars for the winter term, in addition to the regular entrance fee of one dollar for the summer and two dollars for the winter term. It was also provided that pupils, not academic, then in the school, below the required ages, might remain on condition of signing the declaration of intention to teach. These provisions, together with some regulations concerning the "ratio of representation" of pupils from different counties, settled, for the time being, the vexed question of admission.

Some radical changes were ordered in the courses of studies. It was directed that no new classes be organized in the Greek or French languages and that no additional pupils be admitted to such classes already organized. Classes were allowed in Latin and German, "provided they did not interfere with the general object and design of the school", and provided that these studies did not occupy "more than one hour per day of any pupil's time." The intention evidently was to discourage the pursuit of these languages in the school without absolutely prohibiting the study of them. Some slight changes were made in the English studies, and strangely enough, as would now be thought, "Intellectual and Moral Philosophy were omitted" and that professorship discontinued. A normal school with no provision for the study of mind! The following were the studies provided for

in the regular course, which the Principal was directed to arrange "in such manner as, in his judgment, will best contribute to the interests of the Institution." The specific action of the Board as to studies was as follows:

"The Board direct that the course of study include Orthography, with the Elementary Sounds of the Language;—Reading and Penmanship;—Geography, including the use of Outline Maps and instruction in Map Drawing;—Oral and Written Arithmetic, including Higher Arithmetic;—English Grammar, English Composition, and English Literature; Logic and Rhetoric;—Philosophy of History, and History of the United States.—Elementary and Higher Algebra;—Bookkeeping by Single and Double Entry;—Geometry, Surveying and Mensuration;—Descriptive Astronomy, including Mathematical Geography;—Political Economy and the Science of Government;—Drawing, including Perspective; Physiology and Hygiene;—Natural Philosophy, Chemistry and Agricultural Chemistry; Botany, Geology and Meteorology;—Natural Theology; Theory and Practice of Teaching, Vocal Music, Composition, Declamation and Rhetorical Reading, throughout the course." (Records of Board of Education, pp. 72-73.

At the same time the Board adopted a somewhat formal code of rules for the government of the school, setting forth, with considerable detail, the powers and duties of the Principal and of the members of the "Board of Instruction." As these rules do not differ essentially from those usually found in similar institutions it is unnecessary to quote from them. The Principal and the teacher in charge of the model school were authorized to prepare regulations for the management of that department. (Records of Board of Education, pp. 74 78.)

During the next two years some modifications were made in the regulations respecting admission to the school, and some changes were made in the course of studies. In the Catalogue for 1857 8, the Principal appears as teacher of Intellectual Philosophy, which shows that this study had been restored to the curriculum. Joseph E. Cary appears as teacher of the Latin Language and Literature. This, with the announcement that Latin and German were optional throughout the entire course, indicates that the feeling against the introduction of other languages than the English into the school, had considerably abated. Representatives were allowed to appoint three pupils in

their districts without limitation as to sex. All candidates for admission were required to "pass a thorough examination in the following studies: Reading, Spelling, Penmanship, Elementary Grammar, Local Geography, and Arithmetic through Compound Numbers, Vulgar and Decimal Fractions."

The studies of the course were arranged, not by years or terms, but by classes, named in the order of advancement, B, C, D, E, and senior, with the remark that the work of each class occupies at least one entire term. The professional instruction was indicated with a good degree of definiteness, and was as follows: -

(1) "Specific instruction to all classes in the normal school, in the best methods of teaching the various studies usually pursued in our schools.

(2) Oral instruction in schoolroom duties, given to the B and C classes.

(3) A course of familiar lectures on the Science and Art of Teaching, given to the D class.

(4) Practice in teaching, in the model school, by the E class.

(5) Instruction in the Philosophy of Education, given to the Senior class.

In addition to the above, lectures were given each Sabbath afternoon before the whole school on methods of teaching the Virtues; and a course on the laws of health, was given before the B class. Wayland's Intellectual Philosophy was studied, in the senior year, with reference to its applications to education. All other professional instruction was given in the form of familiar lectures and conversations.

Vocal music appears as a regular part of the course in the B and C classes, and "Thorough Bass" was optional in the work of the D class; but Drawing does not yet appear as a separate study.

Public sentiment, in respect to the introduction of "the Languages" into the school, was still such that it was deemed necessary to make a somewhat apologetical explanation of their relation to the specific purposes of the institution. It was said, "The Latin and German languages are not integral parts of the regular course; students pursue them at their option. Those who

do so, postpone to a second term, (not omit,) some single study of the course. The effect is, to enlarge and prolong, and not to abridge that course. Two objects, mainly, were contemplated, in creating these departments. First, to make the instruction of the normal school consistent with itself, and to adapt it to the necessities of our public school system. In other departments, the course is laid out on a liberal scale—one that encourages the diligent normal student to look forward to an honorable position among the teachers of the State. To those hopes of preferment, an entire ignorance of the Latin and Modern tongues would, in many instances, prove very embarrassing, if not fatal.

Again, the generous character of our system of free education, makes the classical and modern languages, year by year, more prominent branches of study in our Union Schools, and it is held to be neither rational or expedient, that a course of study adequate in other respects to the instruction of teachers for those schools, should be wholly wanting in these."

The second object was, "to secure for normal students the benefit of a class of studies which, as instruments of mental discipline, have confessedly no superiors, if equals, to say nothing of the strong light which they, (especially the Latin) reflect upon the etymology and structure of our own tongue, and upon many most interesting points of general literature. This consideration alone will justify their introduction in the sight of all scholars and persons of liberal views."

The course in both Latin and German was given briefly, with the statement that it "will be as extended and varied as the student's attainments and stay in the institution will admit."

The question of admission to the school, in spite of the regulations which had been adopted by the Board, still remained as a source of vexation. In February of 1858, a resolution was adopted authorizing the Faculty "to restrict the attendance upon the institution after the present term, more exclusively to those preparing themselves for teachers." It is probable that more pupils than were anticipated had been allowed to enter the school under the following proviso attached

to the terms of admission: The requirement as to age might be "suspended at the discretion of the Principal, in favor of those who gave evidence of sufficient maturity of mind, and advancement in study," and also in favor of those "intending to study any ancient or modern language." The signing of the declaration of intention to teach had been exacted only of such students as entered the "normal school proper."

The question of the position of the "Languages" in the school refused to remain settled, by the action of the Board, practically excluded them from the regular courses. The report of the acting Principal, Professor J. M. B. Sill, at the close of the year 1859, says, "The departments of Greek and Latin, under the charge of Joseph F. Cary, and the German and French, under the charge of Albert Miller, are doing their important work thoroughly and well. These languages do not form an integral part of the course, and a thorough knowledge of them is not made a condition of graduation, but I am happy to inform you that a large number of pupils, including many of marked ability and thorough scholarship, are availing themselves of the opportunity thus offered, and are, by these means, preparing for more extended usefulness in the teacher's profession." During the next year the Board adopted a resolution to this effect. "That the Board of Instruction of the normal school be authorized to make the languages now taught in the institution a requisite to graduation, and to extend the course to not more than three and a half years, Latin and Greek being required of the males and Latin and French of the females." This requirement was not to be applied to the students already admitted to the school.

In accordance with this resolution the "course of study," as it appeared in the catalogue of 1861-2, contains among the required subjects, Latin and Greek, (for young men); Latin and French or German (for ladies)." The English studies were not essentially changed in the new normal course; but the curriculum of the model school, which will receive separate consideration, shows that the "Object Teaching fever" had then reached Michigan The "professional" instruction of the school is set

forth at considerable length in this catalogue, and as the development of this work is what most of all concerns this sketch, I will quote quite freely from the explanations given. It is stated that the "professional" instruction given in the normal school embraces, substantially, the following topics:

"Methods of teaching Spelling and Reading.

Methods of teaching Arithmetic, Geography and Grammar, Lectures on Schoolroom Duties.

Lectures on Object Lessons and Primary Education; Lectures on means of teaching the Virtues, Practice in teaching in the Model school.

Methods in Chemistry; lectures on the Philosophy of Education."

Then followed a somewhat detailed account of the work done for each of the classes, of which the essential parts are copied with some condensation. The classes in the school were designated in the order of advancement, by the letters B, C, D, E and F. The studies of the B and C classes occupied a half year each; the studies of the other three classes occupied in all two and a half years; the regular full course could be finished by a "diligent student" in three years and a half. A class named B was admitted at the beginning of every term, the applicants for admission being examined "in Elementary Grammar, Local Geography, Arithmetic as far as decimal fractions, Spelling, Reading, and Penmanship", and being required to sign "a declaration of intention to attend the normal school two terms, and to teach subsequently in the State."

Throughout the whole course an accurate and thorough knowledge of the various branches pursued was insisted on "as an indispensable condition to giving successful instruction in the best methods of teaching them". Those who join the B class come to the school, it was said, with loose intellectual habits and feeble powers of application. They must, consequently, spend a term in a rigid review of the common branches in order to gain systematic habits of thought. Even with these immature pupils something is attempted in the way of professional training. They are taught by uniform methods and these methods are made subjects of special explanation.

"In addition to this a course of familiar lectures on personal

habits and the acquirements requisite to eminence in teaching are given to the class, and they thus gain an ideal which they are urged to realize in their own characters."

In the C class professional instruction is made more systematic and thorough. The pupil recites by topics, and is required to give, unaided, a strict analysis of the topic assigned him. "In this, as well as in all the higher classes, every instructor regards method-teaching as his special duty, and endeavors to secure for his pupils such proficiency in the study pursued, that it may be successfully imparted. Moreover, the methods and processes thus taught, are, in each class, made the subjects of a separate examination at the close of the term."

"Instruction which is entirely special, is given to the C class in the form of a full course of lectures on the 'Art of Teaching,' 'School room Duties,' Object Lessons,' etc. In these lectures are presented the characteristics, manners and personal habits which are requisite to success in teaching. They also embrace such topics as 'Organization of District Schools,' 'Means of securing steady attendance,' 'How to excite interest in studies,' 'Government, Discipline,' and others of a similar nature. The studies of the D and E classes include the higher English branches and Latin, Greek, French and German." "These two classes are rigidly drilled in the best methods of teaching the studies they pursue. They also listen to a course of lectures on 'Object Lessons on Color and Form', and Means of Moral Training.' The E class has practice in experimental teaching according to a regulation which requires that each pupil shall teach at least one term in the Experimental School."

The senior class occupy twenty-four weeks in the study of Trigonometry, Chemistry, and Mental Philosophy, and the members of the class are taught how to make simple apparatus, how to prepare experiments, and are required to make some five hundred experiments, each, in the action of chemical reagents." "The class occupy ten weeks of the senior term in studying Wayland's text-book on Intellectual Philosophy. The object sought in this study, is accuracy and precision, rather than extent of knowledge, and the seniors are thus prepared for listen-

ing to a course of lectures on the philosophy of education, which occupies the remainder of the term.

The lectures embrace the following topics:

(1) The order of development of the various faculties.

(2) The order of studies which correspouds to the order of development.

(3) Errors of present system in this regard.

(4) Cultivation of the powers of observation by object lessons and by the study of objective sciences.

(5) Cultivation of the powers of reflection by the study of subjective sciences.

(6) The order of development and modes of cultivating the sensibilities.

(7) Religious instruction."

Two Courses Introduced.

The introduction of the "Languages" into the single prescribed course, while it provided for a higher grade of scholarship, exposed the management of the school to severe criticism on the ground that no direct and adequate provision was being made for the preparation of teachers for the district schools, while the need of such teachers was very urgent, and the original purpose of the institution was to aid, most of all, in supplying this need. Consequently, simultaneously with the admission of the languages, the Board directed that "such professional instruction should be given to the C class (the second class) as would fit the members of that class to teach in the Primary schools of the State." The Principal was authorized, a little later, "to exact a pledge of the B class (class of the first year) not to teach until they shall have attended the school one year."

The provision for giving professional instruction to the C class was followed, early in 1863, by another complete revision of the studies of the school, and the preparation of two distinct courses, "A Normal Training Course," elementary in its character, and a "higher Normal Course," designed "to prepare students for conducting Union and Graded schools." As this was a somewhat radical departure from the previous policy of the institution, I quote freely from the circular issued by authority of the Board of Education. (Records p. 129 and Report for



Joseph Estabrook.

1863.) This document says: "Prominent Educators of the West are aware that a radical change is taking place in the methods of Primary Education. In our best schools there is a growing conviction that the old routine of early studies, and old methods of teaching, are out of harmony with the wants and instincts of childhood. Many parents are beginning to inquire, why it is that their little ones, though kept faithfully at school most of the year, make no satisfactory intellectual progress; and thinking men everywhere, who have this subject at heart, are perceiving the worthlessness of a system under which the precious years of early life have been so often worse than wasted."

The purpose was, as stated, to introduce the Pestalozzian system of instruction which, "recognizes the fact that the faculties of the child follow an invariable order of evolution, and it seeks to cultivate each faculty during the period of its growth, by supplying its appropriate food. It calls the pupil's attention to such objects as will gratify a natural curiosity and thus make the acquisition of knowledge a source of perpetual pleasure It gives a quickness and accuracy to the eye and ear; disciplines the perceptive powers, whose activity is natural to early life; renders the pupil familiar with those objects which are most closely related to his future happiness, develops in him the love of the beautiful, and makes even his amusements contribute to his education. Finally, while it lays the foundation of genuine culture in habits of close observation, it imparts that kind of knowledge which is of greatest worth in practical life.

The officers of the Michigan Normal School, impressed with these facts, have, during the last three years, drilled its pupils in the new method, so far as possible without infringing upon the usual studies laid down in the catalogue. The Board of Education are now convinced that the time has come when the school can render no greater service to the State than to so modify its courses of study that all its pupils may receive instruction in the Pestalozzian system of Primary Teaching. * * * * Accordingly the program of instruction in the normal school, will, from this date, comprise *two courses of study*, so arranged that one third of the entire time shall be given to sub-

jects which are strictly professional. The first course, which is designed to prepare pupils for teaching a primary or common school, will be called the "*Normal Training Course*," and will embrace the following topics:

First Term—A Class.

(1) Concrete Arithmetic; Mental and Practical Arithmetic.

(2) Object Lessons in Geography; Synthetical Geography and Map Drawing.

(3) Drawing of Lines; Plane and Solid Geometrical Figures, and Leaf Forms.

(4) Reading, Spelling by Object Lessons, Penmanship; Composition by Object Lessons; Elementary Philosophy.

Second Term—B Class.

(1) Higher Arithmetic; Method of Teaching Arithmetic.

(2) Synthetical Grammar; Composition.

(3) Drawing of Fruits, Flowers, and Animals.

(4) Elocution; Vocal Music, with the Method of Teaching it.

Third Term—C Class.

(1) Analytical Grammar, with Method of Teaching.

(2) Physical Geography, with Method of Teaching.

(3) Object Lessons in Common Things, Colors, Geometrical Figures, Botany, Zoology, Properties of Bodies; Lectures on Primary Teaching.

(4) Attendance and Practice in Experimental School."

While the course, as laid out, occupied a year and a half, the hope was expressed that many persons would enter with such knowledge of geography, arithmetic and grammar, that they could, at once, take up the professional work, and "finish the entire Training Course in a single term." On completing this course the student would receive a certificate to that effect, and no one, leaving the school hereafter without such certificate would be recommended by the Board of Instruction to teach in the common schools of the State. No one would be admitted to the Training Course who did not signify an intention of completing it.

With the change of a few terms and of some forms of expression, it would not be difficult to imagine that the description of this course and its purpose had been recently written to set forth the excellency of methods supposed by many to be entirely new.

The advanced course embraced all the academic studies above the C class, including Latin and Greek for young men, and Latin, and French or German for ladies, with vocal music for all. The statement was made that "The professional studies will occupy two-thirds of the time during the senior term, heretofore employed in Intellectual Philosophy and Trigonometry. The senior class will listen to a course of lectures on the numerous topics embraced under the 'Laws of Development,' the 'Philosophy of Instruction,' and the 'Organization and management of Graded Schools.' * * * * They will also have one term of actual practice in the Experimental School under the instruction of the Principal."

These courses remained practically unchanged during the remainder of Principal Welch's administration. They were only slightly modified during the five years of the immediately succeeding administration of Principal Mayhew. The close of Professor Mayhew's term of service in the school, in 1870, naturally marks the conclusion of the first series of experiments upon the courses of study and instruction in the Normal School.

Administration of Principal Mayhew.

As already indicated, a few, but, in the main, unimportant modifications were made during the administration of Principal Mayhew, from 1865 to 1870. Constant enlargement was going on, but the same general policy was pursued. A separate department of English Literature was created in 1868, and the professional work of the school, in some directions, became more distinct and better defined.

The arrangement for a short "Training Course" and for granting Training Certificates, while it met to a degree a strong demand for teachers in the district schools, did not work entirely satisfactorily. The distinction between this certificate, which had no legal value, and the certificates given to full graduates of the school, entitling them to teach in any of the public schools of the State, was not generally understood, and the Training Certificate was sometimes used for other than legitimate purposes. In consequence it came into disrepute among the alumni and

among the best friends of the institution generally; and an effort was made to guard and modify the Training Course without abandoning it entirely.

In 1867 Principal Mayhew suggested to the Board the following plan as "a modification of our present system which will meet more fully the demand upon the school."

1st. That all pupils must (as now) first pass the studies requisite for the Training certificate.

2d. All pupils who, having the "Training Certificate," shall pursue in addition thereto, the studies of the higher English course, shall receive a "Certificate of Graduation," with the privilege which the law at present gives to graduates of the the Normal School, of teaching without the legal necessity of further examination.

3d. There shall be given to ladies who, in addition to certificates of the 1st and 2d grade, shall have attained the knowledge requisite to teach German and French, a Preceptress' Diploma.

4th. There shall be given to gentlemen who, in addition to the studies of the 1st and 2d grade shall have attained such knowledge of Latin and Greek as is requisite to prepare pupils for College or the University, a Principal's Diploma.

And, lastly, that ladies desiring to study Latin or Greek, or gentlemen desiring to study French or German, may do so subsequent to their graduation.

While the plan was not adopted, it is of historical interest, as indicating the direction of thought in the Faculty of the Institution at that time.

In March 1869 the Board of Education, after considerable discussion, requested the Principal to report to the Board such revision of the course of studies as might be deemed necessary. The course as revised, appears in the Superintendent's report for 1869, and in the catalogue of the school for 1868-9. It is appended to show the exact work of the school at the close of the first period of its existence. The "explanation of courses" is given only so far as professional study and instruction are concerned.

Course of Study.

PREPARATORY CLASS.

Practical Arithmetic — Reading. Spelling.
English Grammar, Synthetic. — Geography. Penmanship.

In Normal School.

FIRST YEAR.

Winter Term.	*Summer Term.*
Elementary Algebra.	History.
Reading or Vocal Music.	Vocal Music or Elocution.
Geography, Physical.	Arithmetic, Analytical.
Drawing.	Training Class.
Grammar, Analytical.	Writing and Bookkeeping.

SECOND YEAR.

Winter Term.	*Summer Term.*
Experimental School and Training Lessons.	Experimental School and Training Lessons.
Natural Philosophy.	Higher Algebra.
Rhetoric.	Latin (No. 2) and German (No. 2)
Geometry.	Botany.
Latin, begun, (for Gentlemen), German, begun, (for Ladies.)	Professional Training.

Normal Training Certificates Conferred.

THIRD YEAR.

Winter Term.	*Summer Term.*
Latin (No. 3) and German (No. 3).	Latin (No. 4) and German (No. 4).
Experimental School Work.	Experimental School.
Trigonometry and Applied Mathematics.	Greek (No. 2), French (No. 2).
French and Greek begun; Greek by Gentlemen, French by Ladies.	Geology.
Chemistry.	

FOURTH YEAR.

Winter Term.	*Summer Term.*
Intellectual Philosophy.	Philosophy of Education.
Latin (No. 5), German (No. 5).	Latin (No. 6), German (No. 6).
Greek (No. 3), French (No. 3).	Professional Ethics.
History of Education and School Laws of Michigan.	Greek (No. 4), French (No. 4).
Experimental School.	

NOTE.—The numbers in the course in Languages indicate the number of terms the pupil has pursued the study.

Professional Instruction.

Professional Instruction given in the Normal School, consists of: Methods of teaching Spelling and Reading; methods of teaching Arithmetic, Geography, Grammar, and generally whatever subject is taught in classes is given with reference to the best methods of teaching it together with the pedagogic axioms applicable to each step, by which to test the correctness of the methods, as, e. g:

The Educational principle relating—

To a Thorough knowledge of the Subject;
To presentation in Logical order;
To the Pupils' degree of Maturity;
To the Pupils' Self Activity.
To the Pupils' Progress from the Known to the Unknown;
To the Pupils' Progress from the Easy to the Difficult;
To the Pupils' Progress from the Simple to the Complex;
To the Pupils' Progress from the Single to the Combined;
To the Pupils' Progress from the Concrete to the Abstract;
To the Pupils' Progress from the Empirical to the Rational, etc,

Differing in this respect from mere Academic Instruction, the chief aim of which is attainment of knowledge concerning the subject of study only with an incidental, often uncertain aim at what is called "Mental discipline." We cannot well dispense with a curriculum having the Form of the "Academic." Where is there a Normal School without it? In this Country? In Europe? In Eutopia? The Idea may grasp it. It is not yet in the reach of the practical. Consider the material out of which Teachers are to be developed, and is it not evident to the judicious that each step of progress through any branch of study is an occasion for impressing a method or applying a pedagogic axiom, not so surely within the attainment of the pupil, when the occasion is but memory? Our method enables us to begin this kind of professional training with our earliest classes and continue it through the entire course."

Special Professional Instruction.

For convenience, we designate our classes by letters:

(A and B) are Preparatory. The (C) class pursue studies belonging to the First Year. The (D) class those of the Second Year. The (E) those of the third Year, and the (F) those of the Fourth Year.

Special Training begins with the (C) class, second term, according to the following outline:

(A.) ELEMENTS OF PHYSICAL EDUCATION.—Value of the Body—importance of its development and training. The bones—muscles—nervous system—Digestive apparatus—Circulatory apparatus—Apparatus for Breathing—The Skin and its appendages.

The uses of each of these divisions of the body, and the means

necessary to their proper development and right action--importance of good habits in respect to position in sitting, standing, etc ,—in respect to food, exercise, rest, and sleep Bodily health and vigor necessary to the best and highest mental activity, and success in the work of teaching.

INTELLECTUAL EDUCATION.—General divisions and definitions of the Faculties of the mind.

A brief discussion of the order in which these faculties are developed.

The means of development and training.

The three natural divisions, or periods, of intellectual development and growth

Childhood, Youth, and Early Maturity.—the powers which are especially developed in each period

THE PERCEPTIVE POWERS.—how best developed and trained—the nature and purpose of Elementary and Primary instruction—Oral Teaching or Lessons by means of objects—Designs—Matter—Preparation—Methods of Teaching.

In the (D) Class instruction will be continued in Methods of Training the perceptive powers, by—

Colors and Forms of Natural Objects—Sounds—Elementary—of Human Voice—of Animals—of Birds—Modification of, by distance, etc How to make up and present developing lessons on Trees, Shrubs, Bushes, Vines, Flowers, Grains, Vegetables, Fruits, Nuts, Seeds, etc.—On Parts of Human Body, Air, Water, Rain, Snow, Hail, Vapor, Steam, Dew, Frost, Fog, Clouds, Sun, Moon, Stars

NUMBER.—Counting by objects, Currency, Drawing straight lines. Object Lessons in Language—words by Word-Method, without a book; Stories, objects enumerated, Moral Stories, etc Gymnastics for Children—Singing. Discriminate carefully between Object Lessons and Lessons on Objects

By referring to the Course of Study in the Preparatory Department, the usual list of subjects for training the observing faculties may be found.

Then follow Lessons on Organization of District Schools, Principles of Classification, Discipline, Management Government, Attendance, Truantism, Tardiness Incitements to Study, School Room Duties—Relation of Teacher to Pupil—to Parents—to Society, Moral and Religious Training in Schools.

In both the (D) and (E) Classes, work in the Experimental School is assigned to pupils, to be done under the supervision of experienced teachers, and so arranged that special practice may be given in each branch of study

Careful observation of the pupil's practice is made and his Aptness in teaching, his Interest therein, and Earnestness and Success are made the criteria on which to found special recommendations for future employment.

According to the time which may be spared for the purpose, to the (E) or (F) Classes, Lectures on the School Laws of Michigan and upon the History of Education, Oriental, Classic, and Modern, will be given.

In the (F) class, (Senior), beside the Text-Book istruction in Intellectual Philosophy, Lectures are given on the Philosophy of Education, with mainly the following range of topics: Education, What; of Man—Physical, importance of a well-developed body, Mental—Philosophy of Education based upon a knowledge of Psychological powers, analysis of such powers, Minute and careful analysis of the Mental acts concerned in each; The precise definition of each power based on such analysis; The order of development and growth of each group of faculties. Transition—Out of the law of development and growth, are evolved certain Pedagogic or Educational axioms or principles useful as tests of all methods of instruction—to determine the selection of materials therefor and the proper presentation of the same; Examination of the studies and subjects employed in school education—The peculiar Culture required by each. How only symmetrical culture can be reached, grouping of studies for each period of mental and physical growth. Classification of the sensibilities,their culture and control: The immense importance of careful attention to such culture and control. The will; how to strengthen and guide it. Culture of conscience.—Direct and reflex influence of body and spirit."

This brings us to the close of the first period in the history of the development and progress of the normal school in the direction followed in this chapter; and to the opening of a new era and of a new administration commencing with the school year 1870-71.

Second Period.

In their report for 1870 the Board of Education expressed the purpose of taking measures to secure a more extended and complete course of *professional training* than had up to that time been given in the school. During the early part of the year 1871 the newly elected Principal, Joseph Estabrook, accompanied a portion of the time by Mr. Putnam, visited several of the best normal schools in the East for the purpose of observing their practical working, and to gather information which would be of value in improving the courses of instruction and the general organization and arrangement of the Michigan normal school. As a result the Board decided to transfer as much of the purely academic work as could be conveniently separated from the profes-



Charles Fitz Roy Bellows.

sional instruction to the high school department, which had just been organized in connection with the school of observation and practice. At the same time the professional work of the normal department was revised and re-arranged, and three courses of study and instruction were provided; one course with especial reference to the wants and demands of the common district schools, another with reference to graded schools which required only English studies, and still another with reference to the larger schools in which the ancient and modern languages were taught. The names, extent and character of these courses will be seen by the following "synchronistic view," taken from the report of 1871.

Synchronistic View of the Normal Courses of Study.

Course.	English Common School Course.		Full English Course.	
	Winter Term.	Summer Term.	Winter Term.	Summer Term.
Preparatory.	1. Arithmetic, 2. Geography, 3. English Grammar. 4. Writing, Drawing and Bookkeeping.	1. Physiology, 2. U. S. History, 3. English Analysis, 4. Reading and Vocal Music.	Same as the English Common School Course.	
First Year.	1. El. Algebra, 2. Natural Philosophy, 3. Professional Instruction.	1. Analysis of Arithmetic, 2. Botany, 3. Professional Instruction.	Same as the English Common School Course.	
Second Year.		1. Geometry, 2. Physical Geog. and Zoology, 3. Chemistry, 4. Rhetoric, (lectures)	1. Geometry, 2. Zoology and Geology, 3. Science of Gov. (lectures) 4. English Literature.	
Third Year.		1. Higher Algebra, 2. Psychology, 3. Professional Instruction.	1. Trigonom'y, 2. Psychology, 3. Moral Science and Professional Instruction.	
Fourth Year.				

Synchronistic View of the Normal Courses of Study.

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<tr><th colspan="2">Classical Course.</th><th colspan="2">Course in Modern Languages.</th></tr>
<tr><th>Winter Term.</th><th>Summer Term.</th><th>Winter Term.</th><th>Summer Term.</th></tr>
<tr><td colspan="2">Same as the English Common School Course.</td><td colspan="2">Same as the English Common School Course.</td></tr>
<tr><td colspan="2">Same as the English Common School Course, except that Latin will take the place of Professional Studies.</td><td colspan="2">Same as the Classical Course.</td></tr>
<tr><td colspan="2">Same as the English Common School Course, except that Latin will take the place of Chemistry and Science of Government.</td><td colspan="2">Same as the Classical Course, except that German will take the place of Latin.</td></tr>
<tr><td>1. Higher Algebra,
2. Latin,
3. Greek,
4. Chemistry.</td><td>1. Trigonom'y,
2. Latin,
3. Greek,
4. Science of Government.</td><td colspan="2">Same as the Classical Course, except that German and French will take the place of Latin and Greek.</td></tr>
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2. Greek.</td><td>1. Latin,
2. Greek.</td><td colspan="2">Same as the Classical Course, except that German and French will take the place of Latin and Greek.</td></tr>
<tr><td colspan="2">Professional Studies the same as in the full English Course.</td><td colspan="2"></td></tr>
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The explanation of these courses, found in the catalogue of the school for 1871–2, gives a pretty full account of the professional work included in each course. The "Common School Course" included (1) "a review of the studies taught in the common schools, with special reference to methods of teaching and illustration; (2) a full year of strictly professional instruction and training, embracing the work of observation and practice teaching." This year of professional instruction included, (1) "the general elementary principles of Psychology in the form of familiar lectures, with references to such books as pupils at this stage of advancement can read with profit; (2) the general principles of elementary teaching; order, laws, and means of developing and training the faculties and powers of children, and the ends to be kept in view and attained in the instruction of the young; (3) *general methods* of elementary teaching, applicable to all branches of study, and *special methods*, applicable to particular branches, and to particular classes of pupils; (4) the subject of common school organization, government, discipline, etc.; and (5) the work of observation, practice teaching, criticism, etc."

The "Full English Course" included all the professional instruction of the common school course, all the English studies taught in any department of the public schools, and one year of higher professional instruction and training. This instruction embraced, (1) "a thorough knowledge of Psychology, with its applications to the work of education in respect both to principles and methods in the higher departments of study and teaching; (2) the principles and methods of school government, grading and classification; (3) school systems and school laws, and the history of education; (4) relations of teachers to pupils, parents, each other, and to society; (5) observation, practice teaching, criticism, etc." The language courses included the same professional instruction as the full English course.

The Board provided that a diploma from the common school course should serve as a legal certificate for three years, and that such certificate might be renewed, if the holder should present to the Faculty of the normal school satisfactory evidence of success in teaching. A diploma from any one of the higher courses

served as a legal certificate without limitation as to time. It was provided, however, that no student could receive a diploma from any course until he had been in attendance at least twenty-two weeks.

The conditions of admission required that ladies should not be less than sixteen and gentlemen not less than eighteen years of age in order to enter the normal classes. Graduates from the model school were exempted from this rule, and the Principal was permitted to exercise his discretion in case of younger pupils who gave evidence of unusual maturity and advancement in studies. All members of the normal classes were required to subscribe to a declaration of intention to teach in the schools of the State. In order to enter the common school course pupils were to possess a "good common school knowledge of Arithmetic—intellectual and written—English Grammar, Local Geography, Reading and Writing." To enter either of the higher courses it was necessary to pass an examination in all the studies of the first year of the common school course.

During the school year 1876–7 some slight changes were made in the courses of study. A *District School* course was arranged and published in the catalogue of that year. The object of this course was to provide special instruction for pupils who intended to teach in the district schools. It covered the period of one year and required a thorough review of all the branches usually taught in such schools, and in addition an elementary knowledge "of Vocal Music, Drawing, Natural Philosophy, Botany, and Natural History." A course of lectures was also given to this class on the best methods of conducting district schools. Students completing this course received no diploma, but simply a certificate showing the work which they had done.

This short course continued only for one or two years. The organization of a course of this sort grew out of an honest effort to satisfy the demand for a better supply of teachers for the common district schools of the State. This demand went so far as to question the propriety of continuing to provide instruction in the higher branches of English and in the ancient and modern languages in the normal school. There was some danger of a

reaction which should sweep all these studies out of the curriculum. In his report for 1873 the State Superintendent of Public Instruction said, "So long as we are maintaining but one school for the training of persons for the teacher's work, the expediency of continuing in the Normal courses those branches of study that are rarely reached by pupils in the highest department of our graded schools even, is *very questionable*. Should not that policy be adopted which will furnish to the State the greatest number of skillful teachers in the shortest time?" Such language from the highest educational officer of the State foreshadowed that radical revision of the normal courses of instruction which took place at a little later period. The demand that academic instruction, so-called, should be more completely eliminated from the courses continued to grow stronger for several successive years. Referring to this demand, the Principal said in his report for 1874, "It is claimed by those who now criticise the normal school most severely, that *all academic* instruction should be excluded, and the whole time should be devoted to pedagogics and methods. But nine-tenths of all who come here for instruction need a thorough review of the common English branches, and are, therefore, unfitted to receive instruction in the theory and practice of teaching. * * * * The attempt to eliminate all academic instruction from the normal school would result if successful, in the most partial and superficial qualification of those who should go out to teach in our schools. Unless thorough knowledge is acquired here, it will not be acquired at all. The illustration of methods would be less clearly impressed upon the minds of pupils when given once or twice for the purpose of illustration, than if they were made daily witnesses of good methods, by competent instructors, and they themselves the subjects of the instruction."

The Board of visitors for the same year, said, in their report, 'The theory that normal instruction should have the same place in our State system of education that law and medicine have, is at first view plausible, but will hardly be practicable until the district school teacher shall receive larger remuneration than the people are at present willing to give." The visiting


Edwin Willetts

Board agreed with the Principal that it would be unwise to attempt to eliminate all academic studies and work from the normal courses at that time. The sentiment in favor of a thorough revision of the courses of instruction in the school, which should largely reduce the amount of academic work, became still more pronounced during the next two or three years, and finally in 1878 led to a more radical experiment than had ever before been tried in the history of the institution. In a circular, explaining the new courses of instruction and the reasons which had influenced the Board of Education in adopting them, the Board said, "In its earlier days the normal school met, by means of its strong course of academic instruction, a need felt most urgently throughout the state, and in no other way could it so well have supplied the educational wants of a region confessedly lacking in schools maintaining a high degree of scholarship; but it cannot be denied that a widespread feeling exists in the state that this institution has been too much of an academy or high school; that the growth of our excellent graded school system has obviated the necessity of academic work to a large degree in the normal school, and the time has now come when it should be a specialized school, doing in a creditable way an essential work not elsewhere done in the state."

The plan adopted by the Board to secure this result provided for the enlargement of the school of observation and practice, as explained in the sketch of that department, and directed that students, desiring to enter the normal but found deficient in academic preparation, should be required to complete their preparation in this school. Three normal course of study and instruction, of one year each, were adopted; these were named the Common School Course, the Higher English Course, and the Classical Course. It was stated that "aside from general reviews in connection with professional instruction, the normal school proper would be confined to purely professional instruction." The several professional courses, and the requirements for admission to them, were as follows:

Common School Course.

Requirements for admission: A thorough knowledge of practical arithmetic, English grammar, local geography, orthography, reading, history of the United States, elements of physiology, of vocal music, and of drawing, and elementary algebra.

COURSE OF INSTRUCTION.

1.	Elementary principles of education	20 weeks
2.	School organization, government, school laws, history of education, methods of reading and study, etc.	20 weeks
3.	Practice teaching	40 weeks
4.	Reading and orthography	10 weeks
5.	Arithmetic	10 weeks
6.	English grammar	10 weeks
7.	Geography	10 weeks
8.	History of United States	5 weeks
9.	Vocal Music	10 weeks
10.	Drawing	10 weeks
11.	Penmanship	5 weeks
12.	Algebra	5 weeks
13.	Physiology	5 weeks
14.	Objective teaching—botany, zoology, physics	15 weeks

Advanced Professional Course.

REQUIREMENTS FOR ADMISSION: "In addition to the requirements for admission to the common school course, a good knowledge of the following branches of study. A course equal to that of our best high schools is understood: Higher arithmetic, algebra, geometry, bookkeeping, English composition, rhetoric, English literature, general history, mental science, botany, zoology, physical geography, natural philosophy, chemistry, civil government.

Equivalents for any of these branches or of those required for admission to the course in languages will be accepted, at the discretion of the faculty; and students will be required to pursue those studies only in the advanced professional courses for which preparation was required at admission.

COURSE OF INSTRUCTION.

1.	Elementary professional work,	5 weeks
2.	Advanced professional work,	35 weeks
3.	History of education, school government, civil government, etc.	20 weeks
4.	Practice teaching,	40 weeks
5.	Arithmetic,	5 weeks

6.	Algebra,	5 weeks
7.	Geometry and trigonometry, and use of instruments,	10 weeks
8.	Geography,	5 weeks
9.	Physiology and Zoology,	5 weeks
10.	Botany,	5 weeks
11.	Astronomy,	5 weeks
12.	Geology.	5 weeks
13.	Natural philosophy and laboratory practice,	5 weeks
14.	Chemistry and laboratory practice,	5 weeks
15.	Rhetoric, grammar and composition,	5 weeks
16.	History and literature,	10 weeks
17.	Reading, etc.	5 weeks
18.	Penmanship,	5 weeks
19.	Drawing,	5 weeks
20.	Vocal music,	5 weeks

Professional Course in Languages.

Requirements for admission: In addition to the requirements for admission to the common school course, a good knowledge of the following branches of study: A course equal to that of our best high schools is understood.

Latin and Greek, or German and French, algebra, geometry, general history, mental science, botany, zoology, physical geography, natural philosophy, chemistry, civil government.

Course of Professional Instruction.

1.	Elementary professional work	5 weeks
2.	Advanced professional work	35 weeks
3.	History of education, school government, civil government, etc.	20 weeks
4.	Practice teaching	40 weeks
5.	Latin and Greek or German and French	30 weeks

And any ten of the subjects, numbered 5 to 20 inclusive, in the preceding course.

Special Courses.

Students may take, with the approval of the faculty, special courses which shall require attendance at not less than 17 lectures, recitationss and exercises per week.

The explanations of these courses and of the character of the work to be done in the various subjects, is of peculiar interest as indicating the nature of what was called professional instruction. The explanations are too extended to be given in full, but a few selections will show their general tenor. The work in psychology and pedagogy remained essentially unchanged, receiving only very slight modifications.

The description of the work in Algebra, which occupied five weeks in the common school course, and five weeks in the advanced course will serve as an illustration of the mathematical instruction.

"The work in this study consists first in a rapid review, or a cursory examination of the student as to his preparation, touching particularly the following points:

1. As to knowledge of the contents of the general subject, the natural order and dependence of the various topics.

2. As to ability to give examples of operations under the principal divisions of the subject, also under the sub-divisions or cases.

3. As to readiness and accuracy in the statement of principles and rules.

4. As to thoroughness of explanation of processes, and facility of illustration.

NOTE:—Particular attention should be paid to this part of preparation.

In connection with the above, and properly supplementing it throughout, occur the various professional considerations bearing upon the different parts of the work. Among these may be mentioned the following:

1. The utility of Algebra as a practical and disciplinary study; its relation and value as an educational factor; and the objects, consequently, to be kept in view in teaching it.

2. The application of the principles of the Science of Education in the development of a true art of teaching the subject.

3. Practice in teaching, drilling, and conducting classes, supplemented by criticism, theses, and examinations."

The explanation of the work in Physics, which had the same length of time as algebra, will indicate the nature of the instruction in the various branches of the natural and biological sciences:

"The work in this branch in the Common School Course will be devoted to methods of giving object lessons to children upon the ordinary physical properties of matter, and upon simple physical phenomena. Particular attention will be given to simple experiments, by means of easily devised and inexpensive apparatus, to illustrate the physical operations that are going on all around us, such as evaporation and condensation of water, capillary attraction, effect of heat, reflection of sound and of light, and the practical illustration and explanation of such simple mechanical contrivances as levers, geered wheels, pulleys, pumps, etc.

In the higher courses, in addition to the points above named, attention will be given to methods of teaching the subject objectively to more advanced pupils, to use of text books, to experimentation, use of instru-



Malcom M'cVicar.

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ments, and the construction, care, and repairing of philosophical apparatus. Notice will also be called to the inductive method of learning the truths of nature, and to the practical and edutational value of physics as a means of training the powers of observation and of generalization and of acquiring manual skill and useful knowledge."

Five weeks were given to United States History in the common school course, and ten weeks to History and Literature in the advanced course. The work in these branches is described as follows:

An intelligent knowledge of the *facts* of history is necessary for admission to the Normal Department.

The training in History is in three grades, to correspond to that in Geography:

PRIMARY GRADE.

History stories, associating them with localities, and following true order of time; use of maps, of blackboard, of text book.

GRAMMAR GRADE.

How the narrative of History can best be taught.

Selection of important topics; grouping events, and associating them with prominent persons; use of maps.

HIGH SCHOOL GRADE.

Consideration of means by which pupils may be led to learn not only the *story*, but the philosophy of history; to look for the causes which produce results; to follow the progress of thought as well as nations; the growth of principles as well as power; to find history in architecture, sculpture, painting, and poetry; all things by which the study may be made a delight.

Literature.

The preparation for the Normal work in Literature must be an acquaintance with authors in the following particulars:

1. Times in which they lived.
2. Leading events of their lives, especially such as influenced their writings.
3. Names and character of their principal works. The *training* will be on the two divisions of the work.
    1. History of Literature.
    2. Direct study of Authors.

It is first considered as an essential topic of General History. If taught separately, to be similarly arranged for study by grouping authors in various ways: first chronologically; second, according to character of works.

Aids to thorough acquaintance with authors: Critical reading with others; collecting opinions of reviewers and critics, and comparing them; writing reviews and criticisms.

The instruction in English is indication by the description of the work in

Composition and Rhetoric.

Candidates for admission are expected to have a practical knowledge of punctuation, diction, properties of style, figure, versification, and prose composition.

Subjects before the class will be:—

1. How to develop the idea of *form* by copying from models, by dictation exercises, etc.
2. How to lead out the child's own thought by means of object lessons.
3. How to suggest to the child the further use of materials about him.
4. How to secure readiness and consecutiveness by writing upon subjects at sight, and from outlines.
5. How to adapt all work to the grade.
6. How to combine in lower grades the work of grammar and composition.
7. How, in the higher grades, to secure best results, by persistent invention and just criticism.
8. How to make Composition and Rhetoric but means to an end—an intelligent appreciation of English Literature.

Incidentally will be considered how to aid the child in acquiring a vocabulary, how to sharpen his eye and ear concepts, and how to lead him to think by thinking with him.

These courses remained without essential modifiations until the close of the administration of Principal Estabrook in 1880. In their report for that year, the Board of Education said. "The Board realized that the change was one quite in advance of anything previously undertaken, but they believed the conditions in the State were especially favorable to the success of such an undertaking. * * * * It was not thought that in a new and untried character of work the Board was likely to attain the perfect and exact adjustment of all demands without some experience and experiment. Time has already shown some points wherein the scheme may be better adjusted to the wants of the schools. Yet it is safe to say that no change so important and so radical in its principles was ever undertaken and carried so far toward a successful issue with less shock and friction. * * * * Whatever adjustments or modifications may become necessary they

will be in the way of making the "new departure" more complete in its character and more perfect in its working."

Principal Mac Vicar's Administration.

Dr. Malcomb MacVicar, who succeeded Principal Estabrook and entered upon his duties in October, 1880, made, with the approval of the Board and the concurrence of the Faculty, a complete revision of the courses of study and instruction. The effort to eliminate all academic work from the normal curriculum was abandomed, and five distinct courses were arranged, called the Scientific, the Language, the Literary, the Art, and the Common School. In addition, provision was made for special courses by the substitution of equivalent studies for prescribed ones. Full explanations of all these courses were published, but it will be sufficient here to copy only so much as relates to the professional instruction.

The Elementary Course.

This course embraces a discussion in a familiar form, of the

(1) Nature and purposes of education.

(2) Forces and agencies employed in the work and processes of education.

(3) True province of schools and teachers.

(4) Nature, powers and faculties of the child.

(5) Laws or conditions, which govern the development and training of those powers and faculties.

(6) General applications of these laws to means and methods of elementary teaching.

(7) Organization, government, and general management of district and elementary schools, including a consideration of the duties, rights, and obligations of teachers.

(8) School system and school laws of Michigan.

(9) Progressive development of improved methods of elementary teaching, illustrated by reference to the lives, labors, and principles of the great leaders in educational reform and progress.

The Advanced Course.

The instruction in this course embraces all the topics of the elementary course, elaborated in a manner adapted to the needs of teachers in the higher departments of schools.

In addition to these it includes discussions of the methods of organizing, grading, and managing graded schools; school systems; history of schools and education, etc., etc.

Special Professional Trainirg.

Under this head are included the following classes of work:

1. During the first year of the Common School course and the first and second years of the other courses, each pupil is required to note carefully the method of instruction pursued by the teacher, and to be able, when the subject is completed, to give an acurate account, either orally or in writing, of the following points:

(a) The order in which each topic was discussed.

(b) The illustrations and devices used to enlist the attention of the pupils, and to make plain the truth presented.

(c) The method of drill pursued to fix the truth permanently in the memory.

2. During the second year of the Common School course and the third year of the other courses, the principles of teaching and of school organization, based upon the constitution and laws of the body and mind, are carefully discussed. This is followed by special professional training in a sufficient number of subjects in each course to secure in the pupils habits of teaching and governing in harmony with the principles discussed. This part of the work includes the following:

(a) A discussion of the order which should be pursued in presenting the given subjects to a class.

(b) A discussion of the illustrations and devices that should be used to enable the pupils to understand thoroughly the subject presented, and to fix a sharp outline of it in the memory.

(c) The preparation of sketches or outline lessons which are submitted to the teachers for criticism.

(d) Teaching and governing in the Practice school under the guidance of competent teachers, whose duty it is to observe carefully, criticise and correct all defects.

The requirements for admission to the normal classes were at the same time somewhat increased and rendered more definite.

No changes of importance were made in the courses of instruction during the interregnum which followed the resignation of Principal Mc Vicar, nor during the two years of the administration of Principal Willits, nor during the interregnum which followed his resignation. The demand for innovations seemed to have been temporarily satisfied, and the energies of the Board of Education and of the Faculty were occupied in other directions.



John M. B. Sill.

Third Period.

Administration of Principal Sill.

During the administration of Principal Sill no radical or sudden changes were made in the general character of the curriculum of studies. Improvements were made here and there, some new branches were introduced, and by the processes of enlargement and differentiation the catalogue came to show a large number of apparently distinct courses. In many cases, however, the differences between courses were very slight. In his report for 1888 Principal Sill said, "The true function of our Normal School is to equip teachers for all grades of schools, including not only primary and grammar schools, but high schools, and the superintendence of village and city schools as well. Many of our students, graduates in our longer courses, would gladly return to us for further study and preparation if opportunity were afforded. The Normal School ought to cover the ground marked out above so thoroughly that there could be no question concerning the competency of our graduates for the lines of educational activity thus outlined. To this end I would be glad to see provision made for optional courses in advanced study—courses which would justly lead to a literary or pedagogical degree. Such a plan would not only meet the wants of our own graduates, but it would give also a needed opportunity to graduates of colleges and of the University to obtain, in a brief post-graduate course, that necessary professional training under expert supervision and criticism, which only thoroughly equipped normal schools can offer. Any one of the present four year courses could be so extended with very small additional cost in operating the school."

In accordance with this recommendation, a course was adopted for graduates of colleges. In addition to the adoption of the course for college graduates the regular three and four years' courses were so modified as to render them more flexible and to provide for a considerable amount of elective work. In respect to these modifications the Principal said, "Heretofore there have been only two English four-years' courses—the literary and the

scientific. Of these, the first was almost exclusively literary and historical, the second ignored literature and history and was almost purely scientific and mathematical. Therefore, any student desiring a strong English course was compelled to take an unsymmetrical body of work. We gave him his choice between two kinds of mental distortion, but insisted that he should take one or the other. * * * * The new scheme allows each student to employ his time upon such studies as are most advantageous to him, knowing that he will not be defeated of graduation provided he has satisfactorily completed the prescribed amount of work, including all required studies."

An advanced course of two added years was also provided leading to the degree of Bachelor of Pedagogics, one of the degrees which the Board of Education had been empowered, by a recent legislative act, to bestow. Provision was also made for giving the degree of Master of Pedagogics upon conditions stated in connection with the courses of instruction. Finally in the school year 1890–1 special courses were arranged for graduates of high schools. At the close of the administration of Principal Sill in 1893 the requirements for admission to the normal school, and the courses of study and instruction were substantially as follows:

1. Students entering were required to sign a declaration of intention to teach in the schools of Michigan.

2. Graduates of approved high schools were admitted without an entrance examination.

3. Other applicants for admission were required to sustain a satisfactory examination in the following subjects:

(a) Arithmetic, including the facts, principles, and operations of simple and compound numbers, of fractions, of ratio and proportion, of percentage and its applications, and of square root.

(b) English Grammar, including the parts of speech and their uses or relations in connected discourse, and the structure and analysis of sentences.

(c) Geography, including position, boundaries, and coast lines of grand divisions; location of the great plateaus and the lower lands; position and direction of mountain ranges; the source, course, and discharge of rivers; boundaries, capitals, and chief cities of political divisions, and, in general, the contents of the maps of a good Grammar School Geography.

(d) Spelling.

(e) Algebra. The preparatory work in Algebra includes the following topics: Addition, Subtraction, Multiplication, Division, Factoring, Least Common Multiple, and Fractions.

Accepted standings did not exempt any student from examination in those branches required by law for the lowest legal license to teach. It was also provided that students, admitted on diploma, might be required to pursue in the normal any study in which they were found seriously deficient.

The courses of study were, a Ninth Grade English and Scientific course, and a separate language course. A three years' course leading to a five years' certificate, and a three years' Kindergarten course.

The following were the four years' courses:

(1) Literary, (2) Scientific, (3) Literary Scientific, (4) Ancient Classical, (5) Modern Classical, (6) English German, (7) English French, (8) Latin German, (9) English Latin, (10) Shorter German (two years of German), (11) Music Course.

The following courses were provided for graduates of high schools:

(1) A course of one year, leading to a five years' certificate, (2) a one year Kindergarten course, leading to a five years' certificate, (3) a two years' Kindergarten course, and these additional two years' courses; (4) Literary, (5) Scientific, (6) Ancient Classical, (7) Modern Classical, (8) English German, (9) English French, 10) Latin German, (11) Literary Scientific. All these courses were drawn outlin detail in the catalogue for 1892 3.

The following was the course prepared for graduates of colleges, with the explanations:

Persons holding an academic degree from the University of Michigan or from an incorporated college, may receive a life license to teach and the degree of Bachelor of Pedagogics, upon completion of the following course, provided the academic work done in college, be equivalent to the requirements made of Normal students for the degree of B. Pd.

1. Mental Science applied to teaching - - 20 weeks
2. Professional Training in Common Branches - 20 weeks
3. History of Education - - 10 weeks
4. Practice Teaching and Supervision - - 20 weeks

The applicant must furnish satisfactory evidence by examination or otherwise that he has thorough knowledge of common branches as follows: Spelling and Orthoepy, Grammar, Geography, Arithmetic, History of the United States, Civil Government, and Physiology and

Hygiene so far as they have reference to the effects of narcotics and stimulants upon the human system. A residence of one-half year is also required.

Requirements for the Degrees.

The requirements for obtaining the degree of Bachelor of Pedagogics were essentially the following:

Persons who had completed one of the three years' courses were required to complete three years of additional work; those who had completed a four years' course were required to complete two years of additional work. The work was to be selected according to certain prescribed rules, and must include all the work offered by at least two of the following departments of the School, viz., Mental and Moral Science and Theory and Art of Teaching, History and Civics, Mathematics, French and German, Latin and Greek, Physical Sciences, Natural Sciences, and English Language and Literature, and that the studies selected outside of these two departments be pursued at least to the extent required for completing such studies in this School.

The requirements for securing the degree of Master of Pedagogics were the following:

Any person holding the degree of Bachelor of Pedagogics of the Michigan State Normal School, may upon application, receive the degree of Master of Pedagogics upon the following conditions:

a He shall furnish evidence satisfactory to the Faculty that he has been engaged in teaching or in school supervision continuously and with pronounced success for five years since receiving the Bachelor's degree.

b He shall prepare and present a thesis acceptable to the said Faculty, upon some subject connected with the History, Science, or Art of Education, the Faculty reserving the right to assign the subject of such thesis.

The strictly professional instruction at this time is described as follows:

General Instruction in the Science and Art of Teaching.

This course precedes the special courses in methods of teaching the various branches, and is designed to prepare the student to receive such special instruction with advantage. At least ten weeks of instruction in Psychology must precede any such special instruction in methods of teaching.

1. The course includes the study for one full term of twenty weeks, of the [illegible] embracing the elementary principles of both mental and moral science. The truth is recognized that the art of teaching must be based upon the science of education, and that the science

of education has its ultimate basis in the science of mind. Methods of teaching can be only empirical to those who possess no knowledge of the powers of the soul or of the various modes of mental activity.

(2) After this preliminary study of the mind, instruction is given for twenty weeks in the *General Applications of Psychology* to the theory of education and to the art of teaching, including the subjects of school organization, school government, and related topics.

The discussions under this head include a consideration of the nature and purposes of education; of the agencies and forces employed in the work of educating the child, the province and work of schools and teachers; and the extent and limitations of their responsibility.

The order in which both the physical and mental powers are developed; the conditions of harmonious and healthy development, and the means by which such development is best secured, are also considered.

From the laws of development and from the fundamental laws of the mind's activity, which together constitute the most essential principles of the science of education or pedagogics, both general and special laws of teaching and pedagogy are deduced. An effort is made, by familiar illustrations and examples, to show the practical value of these laws in the work of the school and in the class room. Special applications of these laws to particular branches of instruction are made by the heads of the various departments, and also by those in charge of the Training School.

(3) Instruction is given in respect to the *School System and School Laws of Michigan;* and in this connection the duties, obligations, and rights of teachers are considered. Attention is also given to the powers and duties of School Boards, of Superintendents and Principals of graded schools, and the subordinate teachers in such schools.

The character of ungraded schools; the peculiar nature of graded schools; the processes of grading and classifying; the principles which should guide in the promotion of pupils; modes of examination with their benefits and evils, and other related topics, are fully discussed.

(4) *The History of Education* occupies half of one term. Attention is given to the history of schools, of school systems, and of education generally. Instruction is given partly by lectures with references for abundant reading, and partly by the use of a text book.

The progressive development of methods of teaching is illustrated by reference to the lives, labors, and principles of the great leaders in educational reform and advancement. In this way the relation of the present to the past is clearly shown and the direction of real progress is discovered.

(5) The advanced courses leading to the degree of Bachelor of Pedagogics include more extended study and instruction in Psychology embracing the principles of moral as well as mental science; and an examination of portions of the history of philosophy, especially with

reference to its connection with systems of education, and more extended study of educational history, of systems of education, of general methods of instruction, and of educational literature. The seminary methods will be adopted as far as circumstances will permit."

Special Professional Instruction.

MATHEMETICS.

"Professional work constantly enters in with the Academic, the aim being to make the course as a whole, and each lesson in particular, a model for the future teacher. Lectures are given in the historical development of each subject, and the best methods of presenting the various topics are set forth.

The Teacher's Review of Arithmetic, designed to be taken after the completion of the rest of Elementary Mathematics, is in charge of the head of the department. It consists of a rapid review of those chapters of applied arithmetic in which the teacher is most apt to need special instruction, both as to subject-matter and methods of presentation.

The class in Professional Training attends a series of lectures by the head of the department. These lectures consider the subject of teaching both historically and scientifically. The former view is designed to show what has been and is considered the proper sphere of arithmetic and methods of teaching the subject. The latter, to show the best methods, in the light of present criticism, of presenting typical chapters in the various grades. Especial attention is directed to the bibliography of the subject, the Normal Library being quite complete in works of reference."

ENGLISH LANGUAGE, ETC.

A special ten weeks' teachers' course in reading and grammar is given; and instruction in methods of teaching rhetoric and literature is given in connection with the academic work upon those subjects, the daily lessons being designed to illustrate methods.

HISTORY.

"A special course in methods of teaching history is given, including somewhat in detail, both the matter and the method of its presentation as adapted to certain classes, with the preparation of written lessons with criticisms on the same. This course, completes and follows all other courses in history."

PHYSICAL SCIENCES.

"A five weeks' course is given in methods of teaching the Physical Sciences. It aims to set forth the scientific method in brief terms and to show how it may be applied in the ordinary work of the school room."

NATURAL SCIENCES.

It is stated that "the courses are all planned to meet the needs of pupils considered as students and as prospective teachers. From those coming



Richard Gause Boone.

fully within its grasp the department endeavors to secure the following results:

1. The training of the senses, particularly the eye, in close, accurate observation.

2. The preparation of written records of observation in clear, accurate, concise language, supplemented with truthful delineation of the same by means of drawings.

3. Logical reasoning upon these observations, the deduction of truth, and generalization.

4. The acquisition of knowledge, academic and professional.

5. The skillful manipulation of apparatus, the use of scientific methods in obtaining knowledge, either from Nature direct or from books, and hence the ability to carry on independent investigation.

6. A love for scientific truth.

The Training School affords opportunity for practice teaching and for the presentation of talks and object lessons to the pupils of the various grades."

GEOGRAPHY.

"A special course in methods of teaching geography is given, including a detailed outline of the course of instruction and full illustrations of the method of conducting the lessons. Members of the senior class teach geography in the Training School under the supervision of the head of the department."

DRAWING.

A special course in methods of teaching drawing is given, including a detailed statement of suitable lessons and the methods of giving them, with full examples of the work for each year. Members of the senior class teach drawing in the training School under the supervision of the head of the department.

MUSIC.

Special teachers' classes are formed, and methods of teaching music both in graded and ungraded schools are explained and illustrated. Provision is made for practice in conducting a choir and in teaching singing.

ANCIENT AND MODERN LANGUAGES.

Methods of instruction are taught and illustrated in connection with the regular daily lessons. A special course of five weeeks in methods is also given, and opportunities are afforded for practice teaching in the ninth grade.

The third period in the development of the courses of study and instruction naturally closes here with the close of the administration of Principal Sill and with the close of the school year 1892–3.

Fourth Period.

Principal Boone's Administration.

A history of events can not be written while the events are still going on. The history of an administration can not be fully sketched until it has closed. Consequently nothing more will be attempted here than to give a brief statement of the substance and the general arrangement of the present course of studies and instruction.

At the opening of the new administration the usual discussion of courses of studies, etc., took place. The reports of the various committees of the National Educational Association were considered, and the subjects of concentration, co-ordination and correlation were quite thoroughly debated. It was generally conceded that a rearrangement of studies was desirable, while no essential changes in the studies themselves were necessary. A single prescribed course took the place of a large number of special courses, provision being made in this course for the introduction of a considerable number of optional and elective studies. The number of different courses is probably larger under the new arrangement than under the previous one; but by restricting the choice of electives to certain properly related groups of subjects, something more of unity is secured in the work of the student.

The strictly professional instruction was somewhat modified and increased. Provision was also made for more optional work in advanced academic studies, such studies being extensive enough to entitle the student to admission to the third year of college and university courses. The special course for graduates of colleges has been extended to a full year instead of one semester.

The following conspectus of courses, with the necessary explanations, affords a tolerably complete view of both the academic and professional work of the school at this time (1898). A comparison of this with the course of prescribed studies at the opening of the school will enable one to see the direction and extent of the development which has taken place.

Four Years' Course.

PRESCRIBED SUBJECTS.

I. Academic Work. 260 weeks.

1. English—rhetoric, 20; literature, 40 - - - 60 weeks
2. Science—botany, 20; physics, 40 - - - 60 weeks
3. History—English, 20; United States, 20; Advanced, 20 60 weeks
4. Mathematics—algebra II, 20; plain and solid geometry, 40 - - - - - - 60 weeks
5. Drawing—elementary, 20 - - - - - - 20 weeks

II. Professional Work. 220 weeks.

1. Psychology - - - - - - - - 20 weeks
2. Psychology Applied - - - - - - 20 weeks
3. History and Science of education - - - 20 weeks
4. Teachers' courses - - - - - - - 120 weeks
   1. Music - - - - - 10 weeks
   2. Drawing - - - - - 10 weeks
   3. Reading and Language - - 10 weeks
   4. Grammar - - - - - 10 weeks
   5. Arithmetic - - - - 10 weeks
   6. Geography - - - - - 10 weeks
   7. Physiology - - - - 10 weeks
   8. Physical Training - - - 10 weeks
   9. Nature Study—Primary - 10 weeks
   10. Nature Study—Secondary - 10 weeks
   11. History - - - - - 10 weeks
   12. Civics - - - - - 10 weeks
5. Observation and teaching in the Training School - 40 weeks

In addition to the prescribed subjects, the following elective are offered: The electives are chosen subject to approval, and at least 80 weeks of the elective work must be taken from one department or from one group of related subjects.

ELECTIVE SUBJECTS.

I. Academic Work. 1480 weeks.

1. History—Greek and Roman, Continental, General, U. S. Political, English Constitutional, Institutes, and Political Science, and Political Economy 140 weeks
2. Music—Vocal, Instrumental, Voice Culture, Harmony, Counterpoint, History of Music, Composition 260 weeks
3. Mathematics—Higher Algebra, Theory of Equations, Trigonometry, Surveying, Analytical Geometry and Calculus - - - - 80 weeks

4	English—Advanced English Literature, Reading, Public Speaking Old and Middle English, English Masterpieces, Shakespeare	90 weeks
5.	German—Four years	160 weeks
6.	French—Two years	80 weeks
7.	Latin—Six years	240 weeks
8.	Greek—Three years	120 weeks
9.	Physical Science—Chemistry, Advanced Physics, Astronomy	110 weeks
10.	Biological Science—Zoology, Geology, Advanced Botany	80 weeks
11.	Drawing—Advanced, Advanced B. B. Sketching, Life Sketching	50 weeks
12.	Geography—Physical Universal	40 weeks
13.	Physical Training—One year	40 weeks

II. Professional Work. 240 weeks.

1.	Advanced Psychology	20 weeks
2.	Educational Systems and Theories	20 weeks
3.	Kindergarten Instruction, I.	20 weeks
4.	Kindergarten Instruction, II.	20 weeks
5.	Method in History	10 weeks
6.	Elementary Historical Material	10 weeks
7.	Method in Geometry	10 weeks
8.	Method in Algebra	10 weeks
9.	History of Mathematics	10 weeks
10.	Method in Modern Classics	10 weeks
11.	Method in Ancient Classics	10 weeks
12.	Laboratory Practice	10 weeks
13.	Physical Technics	10 weeks
14.	Physiological Demonstration	10 weeks
15.	Biological Technique	10 weeks
16.	Method in Drawing	10 weeks
17.	Geographical Material	20 weeks
18.	Method in Physical Training	10 weeks
19	Kindergarten Music	10 weeks

Course for High School Graduates.

This course covers two years, and includes all the prescribed professional work and 100 weeks of electives, besides one year of physical training.

Specializing Course.

In case a student wishes to prepare to teach some particular line or group of subjects, his electives both in kind and amount are arranged to that end. His work is then under the personal direction of the head of the department to which the major subject belongs. Such head of department

become thereby a "patron" to the student and has charge of his classification, the arrangement and sequence of his studies, and his interests before the faculty.

Degree Course.

The following four years' course leading to the degree of B. Pd. is arranged for graduates of High Schools. Graduates from the regular four years' courses can enter the junior year of this course.

FRESHMAN YEAR.

First Semester.		*Second Semester.*	
1. Psychology	20 weeks	1. Psychology Applied	20 weeks
2. Teachers' Courses.		2. Teachers' Courses.	
(1) Arithmetic	10 weeks	(1) Geog'y and Drawing	20 weeks
(2) Grammar	10 weeks	(2) Primary Work	20 weeks
3. Physical Training I.		3. Physical Training II.	
4. Elective	40 weeks	4. Elective	20 weeks

SOPHOMORE YEAR.

1. Science of Education	20 weeks	1. Teaching	40 weeks
2. Teachers' Courses.		2. Teachers' Courses.	
(1) Hist. and Civics	20 weeks	(1) Music	10 weeks
(2) Prim. Nat. Study	10 weeks	(2) Physiology	10 weeks
(3) Sec. Nat. Study	10 weeks		
3. Elective	20 weeks	3. Elective	20 weeks

JUNIOR YEAR.

1. Prescribed	20 weeks	1. Prescribed	20 weeks
2. Professional Work	20 weeks	2. Professional	20 weeks
3. Elective	40 weeks	3. Elective	40 weeks

SENIOR YEAR.

1. Prescribed	20 weeks	1. Secondary Prof. Work	20 weeks
2. Secondary Prof. Work	20 weeks	2. Elective	60 weeks
3 Elective	40 weeks		

Course for College Graduates.

The following course of one year is arranged for College graduates:

First Semester.

1. History and Science of Education - -	20 weeks
2. Psychology and Pedagogy - - - -	20 weeks
3. Teachers' Courses - - - - -	20 weeks
4. Elective - - - - - -	20 weeks

Second Semester.

1. Teaching - - - - - -	40 weeks
2. Professional Courses - - - - -	20 weeks
3. Elective - - - - - -	20 weeks

THE MASTER'S DEGREE. Provisions are made for taking the Master's degree as follows: Any one holding the degree of Bachelor of Pedagogics of the Michigan State Normal School, may, upon application, receive the corresponding Master's degree (M. Pd.) upon certain prescribed conditions.

It will be observed that the development of the courses of study and instruction in the school has taken three directions: (1) methods of teaching, so-called, both general and special, have received more and more attention. (2) The principles, theories, and history of education have also received more and more attention. (3) Advanced academic studies have been gradually introduced into most departments, and consequently provision has been made for broader scholarship and for more general culture. This normal school can not justly be charged with a disposition to emphasize the method at the expense of the matter of instruction.

By comparing the original course of study and instruction with the present courses an estimate can be made of the extent and character of the development of the strictly professional work of the school.

Since the preceding was prepared for the printer, the fourth period in the development of the school has unexpectedly terminated with the close of the administration of President Boone.

The development during this period has been along the lines indicated in the last paragraphs of the previous writing, and presents nothing essentially new.

The scope and purposes of the college have been enlarged and extended in certain directions. It is stated that teachers are prepared for the following named positions:

1. For positions in rural, ungraded and village schools.
2. For public and private Kindergartens.
3. For primary work and the lower grades of the elementary schools.
4. For the upper grades of the graded schools.
5. For general grade work.
6. For special subjects and departments.
7. For supervisors of particular branches, such as music, drawing, etc.
8. For principals, superintendents, directors, etc.



Rear Addition to Main Building, Erected 1882.

USED FOR TRAINING SCHOOL AND OBSERVATORY.

The college is authorized to bestow certificates, diplomas, and degrees as follows:

1. **A certificate good for two years.**
2. **A certificate good for three years.**
3. **A certificate for five years.**
4. **A Life certificate.**
5. **The degree of Bachelor of Pedagogy.**
6. **The degree of Master of Pedagogy.**

By a recent arrangement the school year is divided into four terms of twelve weeks each, making a year of forty-eight weeks.

The conditions of admission have been slightly increased, and modified in certain directions so as to admit more students without examination. The classes of students so admitted are these:—(1) Teachers holding first grade certificates endorsed by the Superintendent of Public Instruction; (2) Teachers holding second grade certificates on special conditions; (3) Persons bringing standings for the work of two or more years, in an accepted high school, but not graduates; (4) Graduates of approved high schools.

The present courses of study are given as follows:

1. **The general degree course of two years.**
2. **The specializing degree course of two years.**
3. **The general diploma course of four years.**
4. **A four year specializing course.**
5. **Course, of one year, for college graduates.**

Partial courses, not leading to a diploma or certificate may be taken by permission.

The development of courses of study and instruction has now reached the condition indicated above. The amount of professional work, properly so-called, has been constantly increased, and purely academic work has been more and more relegated to the high school, and other advanced institutions.

CHAPTER IV.

Development of the Training School.

First Period.

The original act establishing the Normal School required the Board of Education to provide a Model or Experimental school in connection with it. The people of Ypsilanti, in their offer of land and money to secure the location of the school in their city, proposed to defray, for a time, a large part of the expense of supporting this Model department. Such a school was opened at the commencement of the second term of the Normal. The history of the progress and development of "The Model", as it was called for a long while, is of peculiar interest to any one engaged in tracing the slow growth of means and appliances for the proper and profitable practical training of teachers. "The Model" has shared, to the fullest extent, in the changes and experiments made in the courses of study and instruction in the Normal school proper.

At the time of its organization the Board had space and conveniences for only a small number of pupils. A single room and a single teacher were all that could be provided. The attendance during the first term was twenty-seven, and during each of the years 1854 and 1855 the number of pupils was about seventy-five. By changes in the courses of studies and in the terms of admission to the Normal, in 1856, the number nominally belonging to the Model, was raised, according to the report of the Superintendent of Public Instruction for that year, to two hundred and thirty-seven. The same authority gives the number of "model school pupils and academics" for the year 1857 as three hundred. It is hardly necessary to say that these

figures do not agree with those found in the tables of attendance made out at a later period, by officers of the school. The discrepancy probably arises partly from the fact that so-called "academic" pupils were sometimes reckoned as normal students and sometimes not; and partly from the fact that members of the "teachers' classes" or institutes, held for a few years, at the beginning of each term, were not, in all cases, carefully distinguished from regular normal students.

The accomodations which could be furnished for the Model school in the original building, apart from the rooms occupied by the Normal department, were very meager, not sufficient for a hundred pupils. It is, consequently, evident that the number of Model pupils, separated in classification and seating from Normal students, could not have reached the figures of the Superintendent's report.

The impossibility of making suitable provisions for an experimental or training school of any size in the rooms at their command, and probably other considerations also, induced the Board, after the experience of a few terms, to authorize and instruct their secretary, Superintendent Ira Mayhew, "to confer with the Union School Board of Ypsilanti concerning the adoption of their school as a Model School in connection with the Normal School, instead of the one heretofore conducted there, * * * * and to advise the Board of Education of the results of the conference". After conference and correspondence, the secretary reported that "the plan contemplated is not feasible." Consequently the effort to bring about such an arrangement was, for the time abandoned. Many years later, as will appear in the progress of our sketch, the effort was renewed.

In connection with his report of failure in the negotiations with the Ypsilanti School Board, made in 1855, the secretary goes on to say:

"The Model School has hitherto been open to but a limited number of pupils (usually from twenty to thirty) who, under the tuition of a lady employed as the Principal, have received instruction in the elementary branches only, and this without any aid from Normal pupils, and without their presence and attention to school arrangements, plans of government, or methods of instruction. The Board of Education are well pleased with this school, and

are highly delighted with its arrangements, considering it merely as a small select school. Indeed, in a qualified sense, they regard it a 'model school.' But in no sense do they consider it an experimental school for practice, in whose exercises normal pupils may participate, under the directions of a judicious superintendent—an idea which should be inseparably connected with a model school as an appendage to a normal school."

The Superintendent continues:

"In this view of the case, and being unable to make the arrangement that seemed most desirable, because of the unwillingness of the Union School Board and of the citizens of Ypsilanti to pass the management of their school into the hands of the Board of Education,—an arrangement which would have enabled the Board to have opened a school embracing every grade of scholarship from the alphabet upward to the extent of the Normal School course, through the whole extent of which normal pupils might have had experience in teaching, under the advice and direction of a judicious superintendent;—in this view of the case, it only remained for the Board to do what they conceived to be best for the interests of the institution under the circumstances. They, therefore, decided to enlarge the Model School, to extend the course of study, and, as speedily as practicable, to place this Department of the Normal School upon a basis which, while it shall fully answer the requirements of the law, will, at the same time, furnish a course of instruction equal in extent and thoroughness to that of the best Academies in our country.

In accordance with the purposes thus set forth a course of study was arranged for the experimental school which included the Elementary and Higher English branches, Vocal Music, Drawing, and both the Ancient and Modern Languages. Tuition in the elementary English branches was fixed at $10 per year; in the Higher English at $15, and in the Languages at $20. These rates were, however, soon afterwards modified and considerably reduced.

Mr. D. P. Mayhew, who had been Superintendent of schools in Columbus, Ohio, was appointed Principal of the enlarged Model School, and was to be assisted by an "accomplished lady" and by members of the senior class. The new arrangement was to go into effect at the opening of the year 1856. In his report for that year the State Superintendent says: "Arrangements have been made for the enlargement of the Model School;" and in the report for the next year he states "that the changes referred to in my former Report" have been made and that great benefit

was expected to follow the new conditions. He speaks of the experimental school as "a feature of crowning excellence to the Normal School, and one which no institution, intended for the education of teachers, can dispense with without imminent hazard." The report of the Principal for that year, however, makes little allusion to this department, and in the catalogue for 1857–8 Mr. Mayhew appears as in charge of the department of "Natural Sciences", and Miss Susan G. Tyler as "Teacher in the Model School."

In the announcements respecting the "Model School" it is said.

"The Board of Education, in establishing the Model or Experimental School, had in view two prominent objects, namely: to give to advanced classes in the Normal School practice in actual teaching, and to furnish a course of study *preparatory* to the regular course. To attain this object, each student in every E class is required to take charge of one daily recitation throughout an entire term, under a system of careful supervision and weekly reports. It is found that teachers who have been disciplined by several years' training in the Normal department, are well qualified for the work of instruction in the Model School. *The greater number of classes, however, are instructed by thorough and competent teachers*, who are regularly employed for the purpose, or by members of the Normal School Faculty. It will be readily seen that pupil swho expect to enter the Normal School will enjoy an obvious advantage over others, in pursuing their preparatory studies in this department, where instruction is made entirely harmonious with that received in the regular Normal course."

It is obvious, from these statements, that comparatively little of the teaching in the Model School was done by Normal students. The E class, at that time, numbered only twenty members, and these were required to teach only one class per day for a single term. Evidently the remark that "the greater number of classes are instructed by regular teachers", was entirely correct. The department, as then organized and conducted, was a preparatory rather than a practice school.

The arrangement by which the Experimental School, as distinct from the Normal department, was to be made equal to an academy of high rank, continued but a short time, and was quietly abandoned. It was impossible to organize and conduct such a school in the limited number of school rooms at the

disposal of the Board. In his report for 1860 the Principal says, in speaking of the "Experimental Department": "There are seats for fifty pupils, which is the limit of the number received." In describing the institution, he writes: "It is the design in this department to make the course of study correspond to the natural order of mental development. First, the senses are trained to the study of objects and objective sciences, and afterwards the reflective faculties are developed by means of studies adapted to this end. In pursuance of this design, the course is arranged as follows: First object lessons and the elements of natural science, and afterwards arithmetic, grammar and elementary history, thorough training in reading, penmanship, spelling, drawing, composition, singing, and moral lessons, is also included in the course." It will be seen that the course of instruction is intended for a school embracing about four of the primary grades.

Two years later the course was given as follows: "Object lessons, (color and form); elementary sounds by object lessons; drawing, preparatory to learning the alphabet; alphabet by drawing lessons; mathematical forms; reading, penmanship; natural philosophy, (Swift's First Lessons); elementary philosophy; object lessons in botany; primary arithmetic; elementary geometry, (Hill's), philosophy, (Swift's Second Part); local geography by outline maps and map drawing; descriptive geography; vocal music; arithmetic; English grammar; botany, (Gray's "How Plants Grow"). A comparison of the matter of this course with the substance of some popular courses of the present day suggests some valuable lessons in educational history. The past often repeats itself with change of names, and forms and unessential conditions. Just about that time Mr. Sheldon of Oswego was publishing his "Elementary Instruction" and "Object Lessons;" Principal Welch in the same year had published his "Object Lessons." In these and other similar works, "Lesson Plans" were given with great minuteness of detail and abundance of illustrations. Enthusiasm for "Object Lessons" and "Oral Instruction" was spreading through the whole country. The National Educa-

tional Association had reports and discussions upon the new matter and methods of instruction, and "pilgrimages" to Oswego were frequent and continued.

A knowledge of these facts is necessary to an intelligent understanding of the reasons for the frequent modifications in the courses of instruction and study in the Michigan Normal School. In the preface to his book Principal Welch writes:

"The first instruction given to the child in school should be based on the fact that his intellectual activity consists in seeing and hearing rather than in reasoning and reflecting. His restless curiosity about material things is natural and proper to childhood * * * * Since the senses of sight and hearing are first in exercise and development, the first step in school training should be to give them a systematic culture. * * * * The order of instruction which I have thus briefly indicated, was announced sixty years ago by Pestalozzi * * * * It has prevailed in the schools of Germany and England, and is now being adopted in the better class of schools in this country."

He goes on to say that the need of a proper book had been felt, and that his work was published to supply this want. The lessons which it contained had been prepared especially, he says, for use in the Experimental department of the Normal School.

In their report for 1863, the Board of Education state that "'important modifications have been made" in the arrangements of the Normal School, among these the "changing of the model school into a regular graded school," with a full course of graded instruction. The Superintendent of Public Instruction, in speaking of "The Principal and his coadjutors," says:

"Not content to repeat the past, and to tread again the round of former achievements, they have pressed forward with an intelligent zeal into new fields of effort and truth, and have thus made the Normal School the most progresssive, as it was already the most perfect school in the State. Not forgetting to maintain its old character for sound and thorough scholarship, it has pushed its teachings into new and profounder realms of educational philosophy, and has added to its course, drill in the newer and more natural methods of instruction."

It will be desirable to know the complete course of instruction in the "Experimental School," as it was then called, at the close of Principal Welch's administration in 1865.

It is given in pretty full detail in the Superintendent's report for that year, and was as follows:

Primary Department.

FIRST GRADE.

Facts in Natural Sciences.

Primary Colors.

Botany—Trees, Shrubs, Bushes, Vines, Flowers, Grains, Vegetables, Fruits, Nuts, Seeds.

Physiology—Human Body.

Natural Philosophy—Air, Water, Rain, Snow, Hail, Vapor, Steam, Dew, Fog, Clouds, Sun, Moon, Stars.

Mathematics.—Counting by Objects, Time Table, Drawing Straight Lines.

Language—Words, things before Names, Moral Stories, Concert Verses.

Gymnastics and Singing.

SECOND GRADE.

Botany (continued)—Simple Leaf Forms and Flower Forms, Trees, and Woods.

Zoology—Animals, Mammals.

1. Two Handed, 2. Four Handed,
3. Flesh Eating, 4. Cud Chewing,
5. Thick-Skinned. 6. Gnawers; Color, Form,

Size, Habits, Food, Use and Speed of Domestic Animals.

Natural Philosophy—Color, Scale of Tints and Shades, Primary, Simple Properties of Matter.

Mathematics—Counting by Objects, Addition; Long Measure by Objects; Drawings, Angles and Plane Figures.

Language—Webb's Primary Reader, Sound of Vowels, Combinations of Consonants; Moral Stories, Concert Verses, Maxims, Singing and Gymnastics.

THIRD GRADE.

Botany (continued)—Leaf and Flower Forms, Compound Leaves, Parts of the Flower, Root Forms.

Zoology—Birds—1. Flesh Eaters; 2. Perchers; 3. Climbers; 4. Scratchers. 5. Waders; 6. Swimmers.

Natnral Philosophy—Simple Experiments, Secondary Colors.

Mathematics—Subtraction, Multiplication and Division Tables by Objects. Analysis of Numbers, Drawing Plane Figures, Table of Miscellaneous Things.

Language—Reading, Webb's First Reader begun, Spelling by Sound, Concert Verses, etc., Singing, etc.

Grammar Department.

FIRST GRADE.

Sill's Synthesis, Davies' Arithmetic continued, Fourth Reader; Spelling, Composition, Declamation, Penmanship, Drawing, Vocal Music.

SECOND GRADE.

Welch's Analysis, Davies' Arithmetic finished, Zoology, Fifth Reader, Spelling, Composition, Declamation, Penmanship, Vocal Music.

THIRD GRADE.

History, Entomology, Algebra begun, Latin or German, Composition.

High School.

FIRST GRADE.

Algebra finished, Latin, German, or French, Botany, (Summer Term), Physical Geography.

SECOND GRADE.

Physiology and Astronomy, Geometry begun, Latin; German or French, Composition.

THIRD GRADE.

Chemistry, Geometry finished, Rhetoric, Latin, German or French finished.

This course remained essentially unchanged, or with only slight modifications, for several years, and no important changes were made in the organization or management of the Experimental School until after the close of the administration of Principal Mayhew. A large proportion of the instruction continued to be given by regular teachers, and the amount of practice teaching by Normal students was comparatively small.

The first period of our history naturally closes at this point.

Second Period.

In their report for the year 1870 the Board of Education say:

"It is the purpose of the Board to take measures to secure a more extended and complete course in *professional training* than has as yet been given. The faculty are harmonious in the conviction that more professional instruction should be given, and are earnestly desirous that such changes should be made as to enable them to devote more time to this peculiar work than they have been able to do heretofore. The effort has been to gradually raise the standard of admission to the school. This has been done to some extent. The time has now come when a more radical change must be made. The preparatory instruction, which the Faculty have been compelled to give, has been given in connection with other work, thus to some extent mingling the usual academic instruction with professional training. This has seemed a necessity, as students have

applied for admission whom it was not wise to reject, they being prepared to enter in a part of the required branches, and as there were no classes but those in the regular course for them to enter, they have been received, conditioned, it may be in part, and placed in these classes. The result has been a demand for a large amount of academic labor and less professional. The new edifice (The present conservatory building) will enable the Faculty to form preparatory classes outside the Normal proper, and to advance the standard for admission at once."

In their report for the next year, 1871, the Board state that the purpose indicated in the report of the previous year, had been carried out; that a *Preparatory Department* had been organized and put in operation; and that "arrangements had been made with the School Board of Ypsilanti by which the pupils of the High School are permitted to attend the Normal preparatory department, and all the departments of the city graded schools are opened to inspection for Normal training classes."

This brings us to one of the most important experiments in the development of the Training School, attempted by the management of the Michigan State Normal School. An effort had previously been made to effect an arrangement by which the public schools of Ypsilanti should serve the purpose of schools of observation, and, to a limited extent, of practice also, for the students of the Normal School. That effort failed. It was thought that the time and conditions were now peculiarly favorable for the success of a new effort of this kind. Mr. Estabrook, the newly elected Principal of the Normal, had been for many years Superintendent of the Ypsilanti Schools, and possessed the full confidence of the people of the city. Mr. Putnam, the newly appointed head of the Training School, had been Superintendent of the city schools during the previous year and was well known by the citizens generally. After prolonged conferences and consultations between the Board of Education and the Ypsilanti School Board, an arrangement was entered into by which a High School department of the Model School was to be organized by the Board of Education. The city High School was to be discontinued, for the time, and the pupils of that department were to be admitted to the corresponding department of the Normal, the City School Board paying the tuition of such students. It was

thought that by this arrangement the Normal classes proper would, to a large extent, be relieved of purely academic work, and more time and energy could be given by the teachers to strictly professional instruction.

The arrangement also provided that all other grades of the city schools should become in effect, schools of observation, and, within carefully defined limits, schools of practice for the Normal. The State Board of Education assumed no responsibility for the general management or government of the city schools, and incurred no expense in connection with them. No strictly organic union was made between them and the normal school. The Director of the training school was appointed by the city school Board, Superintendent of *instruction* in the city schools and this supervisory work was recognized by the State Board as an important part of his regular normal duties.

The State Board had also the privilege of nominating, through the Principal of the Normal and the Director of the Training school, two or three teachers to be employed in some of the primary and intermediate grades. This provision was deemed important in order to secure experienced and thoroughly competent instructors who should make their grades of the school models for the observation of Normal students. The courses of study in the Normal were revised and modified, as far as necessary, to adapt them to the new order of things. An English course of three years and a course in the ancient and modern languages of four years were provided in the academic or high school department.

Much advantage was anticipated from this connection with the city schools. The acting Principal of the Normal for the year 1870–71 said, in his report:

> "For observation and practice teaching a Model School is provided, which, by a recent favorable arrangement with the public schools of the city is graded from the lowest primary up through all the intermediate departments (grades) to the most advanced classes of the high school. Thus opportunities are afforded the pupils of the Normal to observe the workings of a school conducted by skillful teachers, and to gain practical experience in any grade of the public schools for which they may be preparing—and this, too, in a real school, and not in a 'moot' or fictitious one."

This relation between the Normal School and the city schools continued only two years. Various causes conspired to render the plan but moderately successful. Among these were the distance between the schools, the difficulty of securing proper supervision of pupil teaching, and especially the aversion of many parents to the idea that their children were being "practiced upon" by inexperienced teachers. While this experiment was going on the old "Model" or practice school, consisting of primary and grammar grades, had ceased to exist. The work of organizing and building up a school for observation and practice was necessarily begun anew. At first, in 1872, the primary grades only were organized. These were placed under the charge of a single teacher who was aided in the instruction, as far as necessary, by pupil teachers. The work of these teachers was largely voluntary and the supervision and criticism of their teaching were very limited. In 1874, upon the earnest recommendation of the Principal and the Director, the school was enlarged by the organization of the grammar grades. These were put in charge of a single regular instructor whose work was supplemented by pupil teaching. The supervision of practice teaching was increased to some extent, but was still very inadequate from the fact that the regular teachers were occupied most of the time in the instruction of classes. The grading of the primary and grammar departments was made to conform to that of the public schools of the State and a full course of studies was arranged and published. To render the supervision more satisfactory the Director suggested that "those who gave instruction in the various branches in the Normal School would most naturally and efficiently do the supervision of the practice teaching in the branches under their charge."

In a special report to the Board of Education, in January, 1876, it was stated that proper supervision might be secured in either of two ways:

1. "First, provision may be made so that each teacher of the Normal School shall supervise and criticise the practice teaching done in the branches of study under his especial charge.

2. The other plan is to employ suitable persons to perform the special



Elmer Adelbert Lyman.

duties of critic teachers under the general direction of the person in charge of the department of Observation and Practice."

Somewhat later the Faculty, to whom the report had been referred by the Board, expressed approval of the first of the two plans suggested.

At the close of the next year the Director said, in his report:

"In theory this method is doubtless correct, and if the time of teachers was not too much occupied by other imperative duties, it would probably prove efficient in practice. As circumstances are, the results thus far attained are only moderately satisfactory. * * * * Experience has proved that the present plan, however apparently correct in theory, can not be made to work efficiently in practice."

It was consequently urged that special and competent critic teachers be employed to take charge of the work of supervision and criticism. This plan was approved and adopted by the Board at a later period and has proved to be, on the whole, the most satisfactory arrangement.

Proportion of Pupil Teaching.

In connection with the discussion as to the best arrangements for supervising the work of practice teachers, another matter of vital importance which has been frequently overlooked or disregarded, was considered; that is, the question as to how large a proportion of the instruction in a training school may be safely given by pupil teachers, and how much of it should be given by the regular critic teachers. It was said:

"Theoretically the Practice School exists for the sole purpose of securing the necessary means and conveniences for giving proper training to Normal pupils. It may be urged therefore, with much plausibility, that *all* the teaching in such a school should be done by pupil teachers. Experience has proved, however, that no school of practice, in which the attendance is voluntary, can be successfully maintained by such a method of working. With any practicable amount of supervision the instruction of young children cannot safely be committed entirely to pupil teachers. Enough work, both in teaching and oversight, must be done by regular teachers to give a proper and desirable tone and character to the school. Something is due to the children as well as to the practicing teachers. Righ-minded and intelligent parents will be sure to keep this in remembrance if the managers of normal schools do not. * * * * From somewhat protracted and careful observation in respect to this matter, my present impression is that in the two lowest

primary grades, at least one-half the teaching, in any practice school, should be done by regular and superior teachers; in the intermediate grades a larger part of the instruction can be given by pupil teachers; in the grammar grades fully a third of the work demands the experience of regular teachers."

The Kindergarten.

Efforts and recommendations for the establishment of a Kindergarten, in connection with the training school, were made early in the administration of Principal Estabrook, and were repeated at every favorable opportunity by Mr. Putnam, the director of that department. In his report for 1875, he said:

"I desire to invite your attention to one other subject of growing importance. I refer to Kindergarten schools and Kindergarten teaching. The public mind is becoming more and more interested in this subject. Kindergartens are being established in many of our larger cities and villages. * * * * Out of these, at no very distant period, I have no doubt, will come valuable results. One of these results, and perhaps the most important and desirable one, will be, I trust, the essential modification of the employments, studies, teaching and training of our primary schools. These schools cannot be made Kindergartens; it is not even desirable that an attempt should be put forth to so change them. But some of the Kindergarten material and employments, or plays, can be introduced into our primary and district schools, I am confident, to the very great advantage of all concerned. And more than this, and better than this, *the spirit and tone* of the Kindergarten may be infused into and made to pervade the entire organization and working of these schools. * * * * The normal schools of the country should *lead* in this good work, and should, by carefully conducted experiments, determine how much and what of the kindergarten material, work and methods can be made useful in the schools referred to.

We have been using some kindergarten material and doing some kindergarten work in the experimental school for the last two years, not with the desire or purpose of establishing a kindergarten, but with the hope of doing a little labor in the direction suggested. The results, thus far, have been all that could be expected from the limited means at our command. I refer to this subject, at this time, with the earnest hope that the Board will, at an early day and after careful consideration, provide suitable means and accommodations for thoroughly testing the value and practicability of the effort to introduce the changes and modifications suggested, into our primary and common schools."

In his report for the next year he said:

" During the year just passed we have made considerable use of kindergarten material in the lower primary classes. We have not attempted to establish a regular kindergarten, but have rather sought to learn what value

the gifts, so-called, may have in a primary school. I am satisfied that many of the gifts and plays of the kindergarten can be introduced with great advantage into the primary departments of our graded schools, and even into our common district schools. Space will not permit me to enter fully into a discussion of this subject at this time. I desire, however, to invite the attention of the Board of Education to it, and to express the belief that the interests of the normal school and of education in our State, would be advanced by employing, as an experiment for a year, a regular trained kindergarten teacher. Public sentiment will certainly justify the small expenses necessary to make this experiment. The kindergarten is not an old-fashioned "infant school," nor an institution for the care of poor and neglected children. It is founded upon principles in harmony with the nature of childhood, and is destined, I have no doubt, to produce, sooner or later, a complete revolution in the manner, means, and methods of elementary education."

The Superintendent of Public Instruction in his report for 1876, said, referring to the recommendation as to the kindergarten:

"As this is a matter which is engaging, to a considerable extent, the attention of our educators and school boards, every needed facility should be provided to thoroughly test the system. It seems highly appropriate that the Normal School should test early by experiment, the value of all new methods of instruction, and thus be in a condition—which is certainly its province—to lead public opinion, rather than be forced to follow it with humble tread."

While the Board looked with some favor upon the suggestion, other matters, connected with the normal department itself, so occupied the attention of both the Board and the Faculty that no action was taken at that time, for the opening of a kindergarten. This unfortunate delay deprived the Normal School of the honor, which it should have secured, of leading the movement in Michigan for the establishment of free kindergartens in connection with the public schools.

Courses of Study.

The curriculum of studies and the general arrangements of the Training School remained essentially unchanged until the radical reorganization of the courses of the normal department, spoken of elsewhere, took place in 1878. The Board, at that time, upon the recommendation of a committee, decided,

"(1) To enlarge the School of Observation and Practice so as to constitute a graded school, representing all the departments of our best graded

schools, and that students applying for admission to the Normal School deficient in academic preparation, be allowed to make such preparation in the school of Observation and Practice. (2) This school of Observation and Practice shall be under the supervision of the Principal of that school, with two skilled assistants; but the teaching shall be done by Normal students, under the direction and inspection of the respective professors of the Normal School."

In accordance with the action of the Board complete courses of studies were prepared for all the departments, including courses in Latin, Greek, French and German in the High school grades. These courses generally differed but little from those then existing in the "best graded schools" of the State. Provision was made, however, for the study of French and German in the third and fourth grades of the primary department and in the seventh and eighth grades of the grammar department; for kindergarten work in the first and second grades of the primary department, and for drawing and vocal music in all departments, in addition to the studies usually pursued. The courses in detail were as follows:

SCHOOL OF OBSERVATION AND PRACTICE.

Courses of Studies.

Primary Department Four Years.

STUDIES.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
Geography, History, Objective Lessons, etc. Drawing.	Oral lessons on common things - distance, direction, natural objects, etc. Correct use of words, etc. Drawing, and writing.	Oral lessons in Geography, on plants, animals, colors, qualities, etc. Formation of sentences. Drawing, and Writing.	Primary Geography, with text-book. Familiar oral lessons on productions of different countries, etc. Drawing.	Primary History of the United States, with Geography of the United States and oral instruction in History, etc. Drawing.
Reading, Spelling, Singing, etc.	Lessons on Blackboard. First Reading book. Oral spelling. Printing words. Phonic exercises. Singing.	Second Reader. Spelling, oral and by writing or printing. Phonic exercises. Singing.	Third Reader. Spelling, oral and by writing. Phonic exercises. Singing.	Some equivalent of the Third Reader. Spelling. Phonic exercises. Singing.
Numbers, Arithmetic, Kindergarten Plays, etc.	Counting and writing to 100. Combination of numbers to 10. Kindergarten Plays.	Counting and writing to 1000. Combining numbers. Making and memorizing tables, etc. Kindergarten Plays.	Writing and reading numbers to 6 places. Rapid combinations. Elementary text-book introduced.	Text-book, through fundamental rules. Simple examples in fractions. United States money. Practical examples.
Language, Writing, etc.			Oral lessons in language. Use of capitals, etc., and punctuation. Oral lessons in French or German, at the option of the Director. Penmanship.	Language lessons. Sentence making. Marks used in writing and printing, etc. Oral lessons in French or German, at the option of the Director. Penmanship.

Grammar Department Four Years

STUDIES	FIFTH YEAR.	SIXTH YEAR.	SEVENTH YEAR.	EIGHTH YEAR.
Geography, History, Natural and Physical Sciences.	Elementary Physical Sciences, mostly oral and by experiments.	Elementary Natural Sciences, Zoology and Botany, orally or with elementary text-books.	Common School Geography, with map drawing.	History of the United States, with constant reference to Geography.
Reading, Spelling, Penmanship, Singing, etc.	Fourth Reader. Spelling. Phonic exercises. Vocal Music. Penmanship.	A book of History or Literature equivalent to Fourth Reader. Spelling. Vocal Music. Penmanship.	Fifth Reader. Spelling, etc. Vocal Music. Penmanship.	A book of History or Literature equivalent to Fifth Reader. Spelling. Vocal Music. Penmanship.
Arithmetic, etc.	Compound numbers. Simple examples of business. Rapid combinations.	Percentage. Rapid combinations and business examples.	Ratio, proportion, involution, and evolution. General test examples, Geometrical forms, etc.	General review of a complete Arithmetic. Test examples. Book-keeping.
Language, etc.	Elementary English Grammar, with Composition, etc.	English Grammar. Analysis and Composition, etc.	English Grammar. Composition, etc. Reading easy books of good style, etc. By consent of the Faculty, Latin, French, or German, in place of English Grammar, etc.	English Language. Composition, etc. Reading and study of some author, as Irving, etc. By consent of the Faculty, Latin, French or German, in place of English Grammar, etc.
Miscellaneous.	Drawing, in connection, with Physical Sciences.	Drawing, in connection with Natural Sciences.	Map Drawing in connection with Geography.	Exercises in Drawing some part of the year.

High School Department Four Years, English Course.

STUDIES.	NINTH YEAR.	TENTH YEAR.	ELEVENTH YEAR.	TWELFTH YEAR.
English Language, History, etc.	English Grammar and Composition, 30 weeks. Reading, Spelling, 10 ws.	General History, 40 wks.	Rhetoric, 10 weeks. English and American Literature, 30 weeks.	Literature and Criticism 20 weeks. Reading, etc., 10 weeks.
Mathematics.	Algebra 40 weeks.	Higher Arithmetic, 15 weeks. Geometry, 20 weeks.	Geometry and Trigonometry, with use of instruments, 20 wks. (The latter optional to ladies.	Algebra, 20 weeks. Perspective Drawing may be taken in place of Algebra by ladies, 20 wks.
Physical and Natural Sciences.	Physiology, 10 weeks. Botany, 10 weeks.	Physical Geography, 10 weeks. Botany, 10 weeks. Zoology, 15 weeks.	Natural Philosophy, 30 weeks. Geology, 10 weeks.	Chemistry, 30 weeks. Astronomy, 10 weeks. (Optional to ladies,)
Miscellaneous.	Drawing, 20 weeks. Vocal Music, 20 weeks.	Drawing, 20 weeks. Reading, Spelling etc., 10 weeks.	Civil Government, 10 ws. Vocal Music, 20 weeks.	Psychology, 20 weeks. Moral Science, etc. 20 ws.

Language Course.

STUDIES.	NINTH YEAR.	TENTH YEAR.	ELEVENTH YEAR.	TWELFTH YEAR.
Latin or German.	Latin or German, 40 ws.	Latin or German, 40 ws.	Latin or German, 40 ws.	Latin or German, 40 ws.
Greek or French.		Greek or French, 40 ws.	Greek or French, 40 ws.	Greek or French, 20 ws.
Mathematics.	Algebra, 40 ws.	Geometry, 20 ws.	Geometry and Trigonometry, with use of instruments, 20 ws. The latter optional to ladies.	Algebra or Literature 20 ws.
Sciences	Physiology, 10 ws. Botany, 10 ws.	Physical Geography, 10 ws. (Optional.) Zoology, 15 ws. (Optional)	Natural Philosophy, 30 ws.	Chemistry, 30 ws. Astronomy, 10 ws. (Optional to ladies.)
Misellaneous.	Drawing, 20 ws. Vocal Music, 20 ws.	General History, 20 ws. Drawing, 20 ws.	Civil Government, 10 ws. Vocal Music, 20 ws.	Psychology, 20 ws.

In the explanation of courses it was stated that the work in the Modern languages in the third and fourth grades would be "short oral lessons conducted entirely in German or French, and embracing a number of words and phrases naturally used by children," and in the seventh and eigth grades, "practical lessons on the different parts of speech, conversational exercises and reading lessons."

The result of these changes in the organization and arrangements of the Normal School was to place a very large number of the students nominally in the high school department of the Practice School, although practically, for various reasons, such students could not be separated in seating or classification from the professional students, so-called. The catalogue, for the year 1878–9, shows 473 pupils in the "school of Observation and Practice" and only 104 in the "Professional department," and for the year 1879–80, 404 in the school of Observation and 71 in the Professional department. This experiment closes the second period in the history of the development of the Training School and brings us to the termination of the administration of Principal Estabrook.

Third Period.

The re-arrangement of courses of study and instruction, during the brief administration of Principal MacVicar, eliminated the high school department from the Training School, and left the primary and grammar departments, each under the immediate charge of a single regular teacher. So long as the school remained in the building now occupied by the Conservatory of Music the lack of suitable rooms for class work prevented any extended use of practice teaching.

By action of the Board of Education in 1882, the powers of the Director were enlarged and his duties more clearly defined. He was given the position of head of a department with the same rights and privileges in respect to the appointment of his assistants as those enjoyed by the heads of other departments. The appointment of Mr. Putnam to the place of acting Principal, during the interregnum which followed the resignation of



New Training School, Erected 1897.

THE PLAN INCLUDES A WING ON EACH SIDE

Principal MacVicar, left the Directorship of the Training School vacant and Mr. Austin George was elected to the position. At the opening of the fall term in 1882 the school was transferred to its new quarters in the west-side addition to the main building. It was now possible to give the department more complete organization and to provide regular and systematic practice and training work for normal students. From this time a definite amount of such work has been required of every candidate for graduation.

This requirement of practice teaching, as a part of the prescribed duties of every member of the senior class, introduced several problems which have proved perplexing and difficult to solve satisfactorily. One problem was to arrange the periods for the teaching and the class work of students so as to avoid conflicts; another was to secure a proper division of the student's time and labor between the requirements of class and training school duties; and still another was to provide opportunity for sufficient practice work for the large number of student teachers, with the limited number of pupils and the limited accomodations in the Training School. To obviate the first difficulty the plan was adopted in 1884 of having all the instruction in the Training School confined to a singlesession a day in the afternoon. Experience, however, showed that this single short daily session did not afford sufficient time for the work of the school, and since 1890 both morning and afternoon sessions have been held. This return to the old arrangement left the question of adjustment of periods and division of labor unsettled. The suggestions of Principal Sill in his report for 1888, touching these points, are worthy of careful consideration. He says:

"Every school of observation and training should be free to do its best work. It ought not to be trammeled by any unnecessary limitations. The pupil teacher who seeks its advantages should be as free as possible from all other school exercises. Practice in such a school should be the crowning and most profitable work of every prospective normal school graduate, and nothing should be allowed to interfere with his giving his best interest and utmost energy to it. I am in favor of adding, if necessary, a half year to every one of our courses in order that our students may first complete all their academic work, and then give their full time, or certainly as much as

may be needed, to getting, to the utmost, the advantages which a perfectly equipped school of observation and training offers. I am satisfied that our students are at present pressed with too much parallel work while they are getting their special training. They ought to come to this work fresh, and full of vigor and enthusiasm, and not jaded and wearied with the exactions of other duties."

Speaking of the return to two sessions a day he says:

"This means continual conflict between the recitations of pupil teachers and their training school duties, and also weary and perfunctory work, unless it is provided that all or nearly all academic courses be finished before the work of observation and training begins. This I believe to be the true and only solution of the difficulty, and I ask your serious attention to it."

Those who have been familiar with the internal workings of the different departments of the normal school, and with the practical difficulties in the way of properly adjusting the work of pupil teachers will readily concur in the conclusion reached by Mr. Sill, that the other work of the student teacher should be practically completed before the training course is entered upon, so that the whole time and energy of the student may be given to that work.

The addition to the main building of the North and South wings, completed in 1888, made it possible to enlarge the Training school by the organization of a model first primary department and of a Kindergarten, each being placed in charge of a special teacher. In his report for 1888, Principal Sill had repeated the recommendations, made some years previously, for the opening of a Kindergarten, and the Board were now prepared to adopt the recommendations. He said:

"We should have a competent kindergartner who, in my judgement, will be needed ahroughout the entire school year. She should look to the kindergarten, give instructions in its methods and supervise pupil teachers taking a special kindergarten course; and the entire training school corps should be active in finding out and practicing the best methods of adjusting Kindergarten methods to the first four primary grades."

Two years later Mr. Sill refers to the increased value and efficiency of the Training School resulting from the establishment of the model first primary and the opening of the Kindergarten.

In 1892 anditional changes were made in the organization

of the Training school in accordance with the recommendation of a report made by a committee of the State Board of Education and Mr. George, the Director of the School.

This report affirmed that a school for observation and practice, with a complete course of studies and instruction carefully prepared, was essential to a normal school; that the time given by normal students to the training school work should be divided between observation and practice teaching; and that, in all cases, the interest of the children should be carefully protected. To secure these ends it was arranged that each of the eight grades of the primary and grammar departments, should be placed in charge of an expert teacher, and that about one-half of the teaching in each grade should be done by this teacher. By this provision the interests of the children were to be protected and model teaching was to be secured for observation. A ninth grade was also provided for, but the pupils in this grade were not to be separated, so far as seating and study rooms were concerned, from the regular normal students. In respect to this grade the Principal said, in his report for 1892.

"This is a very valuable addition to our Training School, the design being to detail members of the senior class to do the work of instruction under thorough and careful supervision by the heads of the departments immediately concerned, thus securing excellent instruction for the pupils taught, and advanced practice teaching for normal students; yet everything depends upon the thoroughness of the supervision. The heads of departments lack time for the full and satisfactory performance of this work. * * * * A similar plan of instruction for pupils in studies above the eighth grade was tried several years ago and it resulted in failure, and serious depletion of attendance on account of such inadequate supervision. The present plan is open to the same danger, which can be successfully guarded against only by strengthening in this direction. The plan is a good one and full of promise for the professional reputation and usefulness of the Normal School, if sufficient means for carrying it out are provided. There is a prejudice against pupil teaching even in the lowest high school grades, which can be overcome speedily if the conditions are made favorable, but which will work serious harm if the work is to be continued under its present disadvantages I believe that four additional assistants will be needed."

For the reasons indicated in this extract the work of the ninth grade, as a part of the Training School, has thus far been only moderately successful. A decided advance in the work and

the character of the school was made by the employment of a competent model and critic teacher for each of the eight grades. Observation, practice teaching, and supervision became more systematic and thorough after this arrangement went into effect. About the same time a library, composed of books selected for the use of pupils and for reading and other purposes in the various grades, was provided. This has proved to be of great service in the regular work of the school. In connection with this re-organization of the training department a complete course of study and instruction was prepared by Mr. George, with a detailed outline of the course, showing the work of each quarter, and explaining methods and devices for class use. This was published for the convenience of the critic and practice teachers, and affords a pretty correct view of the work done in the training school at that time.

In his final report Principal Sill says:

"The development of the Training School has fully kept pace with the best thought in this direction. The Kindergarten has been established and is now doing most excellent service in the promotion of the educational spirit. The Training School is now in reality and truth a school of observation and enlightened practice, as it was not even five years ago. With its corps of nine critic teachers, it is doing its full share in sustaining and increasing the reputation of the Normal School."

This brings us to the end of the administration of Principal Sill and of the school year 1892–3, and naturally closes the third period of our history.

Fourth Period.

The present period has been characterized by changes and experiments. The courses of study formulated and in successful operation at the close of the last period have been discarded. The change was begun in 1894, when it was sought to employ the principle of concentration in a more obvious manner than had hitherto been done. Tentative efforts were made by the director and the critic teachers under his charge to arrange the work of the primary grades with the "Nature study" as the basis or center.

History, literature, geography and reading were correlated to some extent. Mathematical work was connected with science,

with geography, and with the affairs of everyday life. The facts and ideas derived from the study of nature were treated in their relations to man, thus introducing the humanistic element into the work. Drawing and writing were treated largely as modes of expression.

In the year book for 1894–5, a summary of the work of the year was given and the statement was made that "in the three primary grades, nature study as suggested by the onward march of the seasons, was, in the main, the center of instruction. The topic selected would usually run for a week, and the work of the grade in other branches would be related to it as far as could conveniently be done, no attempt being made to establish artificial or forced relations." "Geography, arithmetic, writing, form, language, and reading, were usually connected with the central subject, or with each other, without difficulty," The work, however, was regarded as experimental, and subject to modification from week to week.

In 1895–6, under the direction of a Supervisor of instruction, the course of study was entirely abandoned and concentration and correlation were attempted throughout all the eight grades.

During the year 1896–7, the courses of study and instruction assumed a more definite form, and were arranged in five different lines of work—science, history, geography, arithmetic, and language, with drawing, music, and penmanship, as supplementary subjects. A consecutive elementary course in science for the eight grades appeared, and a similar course in elementary history. The course in geography "represented a systematic attempt to work out a sequential course of study in the subject which should possess such flexibility as to render its correlation with history and science natural and easy." The courses in arithmetic, language, reading, and literature were drawn out in considerable detail.

At present the Training School follows the plan adopted in 1892 and embraces a kindergarten and eight elementary grades, each grade being under the control of a competent critic teacher; and the school, as a whole, is managed by a director or superintendent. The courses of study are still tentative and exper-

imental. There is a pretty full outline of Nature study arranged for each grade by months. A similar arrangement is made of Historical material, beginning with the child's own home as the basis for the work of a year. The subject matter of geography, arithmetic, language, reading, music, and drawing, is treated in essentially the same way. Physical training is also provided for in a systematic and thorough manner.

The following detailed outline of the work for a single grade, the fourth, will indicate, in a general way, the nature of the work done in all the grades.

Nature Study:

September—Study of walnut tree.
Observation of fruits of trees studied in the spring.
October—Fresh water mussel —, oyster.
November—Limestone and its uses —, carbon dioxide.
December—Sandstone, gypsum, coal, iron ores and salt.
January—Magnetism and compass.
February—Solution and crystallization —, snow.
March—Bones and joints.
April—Identification of trees of vicinity. Special reference to distribution over State.
May—The snail.
June—Observation of flowers, insects, frogs, birds, etc.

History:

September—Review home community, also the historic community.
October—Sea Rover community. Material—Northmen of France.
November—Castle life.
December—American explorers and discoverers.
January—American explorers and discoverers.
February—French in Canada.
March—French in Mississippi.
April—French in Michigan.
May—Old missions in California.
June—Summary of the work on the community idea.
King's Outlines, page 41.

Geography:

I. GLOBE LESSONS.

September—Form, size, surface.
October—Movements, zones, latitude, longitude.
November—Land and water forms.

II. PRELIMINARY STUDY OF CONTINENTS.

December—North America, South America.

January—Europe, Asia, Africa, Australia.

III. MICHIGAN.

February—Position, form, size, surface, drainage.

March—Climate, natural advantages, occupations, productions.

April—Distribution of population, development and location of centers of population.

May—Cities, governments.

June—Historic places and legends.

Arithmetic:

September—Review of third grade work.

October—Addition and subtraction.

November—Multiplication.

December—Division.

January—Division.

February—Fractions—multiplication.

March—Fractions—division.

April—Fractions—addition.

May—Fractions—subtraction.

June—Simple business forms involving the four operations.

Language:

September—Written reproductions—margins.

October—Letter writing.

November—Direct quotations.

December—Direct quotations.

January—Indirect quotations.

February—Verb forms.

March—Synonyms.

April—Words often misused—who or whom.

May—Paragraphs.

June—Written reproduction of longer stories in connected discourse.

Reading:

Harper's Fourth Reader.

Appleton's Third Reader.

Swinton's Third Reader.

Sea Side and Way Side, Vol. III.

Book of Tales.

Golden Book of Choice Reading.

Hans Andersen's Stories.

Stories of Heroic Deeds.

Wonder Book.

Hiawatha.

Stepping Stones to Literature, No. 4.

Type-written Stories.

Music:

Daily exercises for the speaking voice.

Daily exercises for the singing voice. In exercises (a), (b) and (c), 8 is pitched from c to g′ or á; in (d), 5 is pitched from a to g′.

RHYTHM.—Same as third grade. The ability cultivated to name the number of pulses to a measure; to name the number of measures to an exercise or little song when heard. The use of the divided pulse.

TRIADS.—The ability to sing the tones of the tonic, dominant, and sub-dominant triads, when they are called for by name.

CHORDING in two parts, using thirds and humming.

READING.—Four days per week from charts and books; two part exercises and songs from notes. Rounds sung, using tonic sol-fa or numerical notation. Introduction of chromatic intervals.

WRITING.—One day per week from musical dictation. Rote songs related to the seasons and to language work.

Songs:

September—Once I Got Into a Boat,	Stories in Song.
October—Good-bye to Summer,	The Howliston Collection.
November—A Thanksgiving Hymn	Songs in Season.
December—The Christmas Rose,	Songs for Children.
January—Winter Song,	Song Twigs and Branches.
February—Flag Song,	The Howliston Collection.
March—In the Snowing and the Blowing,	W. W. Gilchrist.
April—Little Cherry Blossoms,	Songs in Season.
May—How Do Robins Build,	Song Twigs and Branches.
June—Vacation Song,	Songs in Season.

Drawing:

New Prang Elementary Course, Book for fourth year. Continuation of work as outlined for third grade, introducing light and shade.

Physical Exercises:

SWEDISH EXERCISES.

1. Position, stride, alignment forward, walk, positions (forward and backward), march steps, side steps, two different march steps at one command, right face, about face, left face.
2. Heel raising, change of feet, knee bending (each taken from various suitable positions of arms and feet and later with arm movements), marking time, marching, cross step march, side step and cross step march.
4. Wing, rest, arm raising and flinging, bend, arm stretchings, repeated arm stretchings, two different arm stretchings at one command, arm flinging sidewise from cross.
5. Toe standing, knee bend standing (each with various foot positions), raising one foot sidewise, knee bending upward. The



Ruth Hoppin.

above positions to be held, with the arms in various positions, and later while various arm movements are taken.

9. Run in place, run, preparation to jump, jump (upward, forward, sidewise), repeated jumps, hopping exercises.

11. Breathing with arm raising.

The work of the critic teachers is two fold in its character:

I. They do, for a portion of the time, the duties of the ordinary grade teacher, teaching all subjects during two or more weeks at the opening of each quarter, and a few days also at the close of each quarter, and usually two full days of every week. This arrangement gives the pupils the advantages of regular and skilled instruction for considerable time.

II. They direct the work of pupil-teachers, requiring the careful preparation of lesson plans, and meeting them at regular times for criticism upon their lesson plans and upon their work in the classes.

In connection with this work, pupil teachers are reqnired to make reports upon children specially assigned to them for observation and study. Reports are made upon points indicated of which the following are samples:

1. Name, age, sex, grade, class, nationality, as above.
2. External appearance as regards dress, cleanliness, posture when sitting, standing, expression of face, hair, eyes.
3. Punctuality as regards school and tasks.
4. Home environment and intercourse outside of school.
5. Capabilities (talents), interests, games, fears, thoughts, concerning future vocation.
6. Behavior toward teacher, classmates, students, strangers.
7. Any defects of speech, senses, motor ability, or any nervousness
8. In what does the child excel?
9. Veracity, honesty.
10. Suggestions as to remedy of faults or defects.

SUGGESTIONS.

Do not let the child know that you are observing him. Take time, observe closely and be accurate. If unable to answer any of the above, better omit statements than be incorrect. Consult the critic teacher. If possible, visit the child in his home. As soon as you have completed the description, please hand it in at the Training School office.

The development of the Training School has been slow, but progress has been generally in the right direction, and the department is now in a condition to do excellent service both to the pupils and to the pupil-teachers.

CHAPTER V.

The Internal Administration of the School.

The history of the internal administration of the school, during a period of nearly fifty years, affords an excellent opportunity to observe the evidence of a gradual change in public sentiment in relation to school management and goverment; and also to observe the natural tendency of a controlling body to pass from one extreme to another in certain matters of administration. No specific rules for the government of the school were adopted by the Board of Education at the opening in 1853. The experience of the first three or four terms disclosed the need of some definite regulations in regard to the rights and duties of the members of the teaching body in order to prevent misunderstandings and friction. Consequently, in 1855, the Board adopted a code of laws for the internal administration of the school, the substance of which was as follows: (Records p. 77).

1. The teachers in the school were held individually responsible to the Board of Education for the proper discharge of their duties.

2. The Faculty were authorized to make temporary rules for the immediate government of the school as occasion might require at any regular meeting, such rules to be in force till the next following meeting of the Board, and to become permanent rules if approved by the Board.

3. Provision was made for meetings of the Faculty at its own pleasure. But the Principal could call meetings whenever he deemed it necessary to do so; and was required to call such meetings at the request in writing of any member of the Faculty. Two thirds of the Faculty constituted a quorum, but a majority of all the members was necessary to give validity to any action.

4. The Board of Instruction constituted the Judiciary of the school, but their action was subject to review by the Board of Education.

5. The more immediate charge of female pupils, in all matters pertaining to their sex, was confided to the Preceptress."

The obvious effect of these rules was to place the internal control of the institution in the hands of the teaching body with the Principal as their executive officer.

In 1858, the Board of Education, by formal resolution, approved certain rules previously adopted by the Faculty (Records p. 100). The precise nature of these rules can not be ascertained, as they are not recorded in the proceedings of the Board, and the records of the Faculty of that period can not be found. The following, under the head of "discipline" in the catalogue of 1857-8 suggests the probable character of the rules referred to:

"The system and discipline of the Normal School will furnish, it is hoped, a model for the schools of this state. No feature of our educational interests requires more attention; a school can not long prosper whose pupils are not submissive to wholesome regulations. In this respect, more than in all others, there is necessity for reform. The first requisite for success in the teacher, is the ability to sustain a discipline which is strict, impartial and just. It will be seen, then, that the discipline of the Normal School has a higher object than the mere convenience resulting from perfect order. The teacher must learn the art of governing a school, by studying the operation of a genuine system, and by yielding implicit obedience to salutary laws."

This extract indicates clearly the purpose and character of the internal regulations and government of the institution during the administration of Principal Welch and his immediate successor. The design was to make the school, in all essentials, a model for the imitation of its students when they went out into the schools of the State. This purpose, steadily kept in mind by the early executives of the school, makes evident the reasons for the adoption and enforcement of some rules and regulations not altogether in accord with the ideas and methods of today. Possibly a mean between the extremes of that time and those of the present would yield the best results.

Modifications of one kind and another were made from year to year in the rules relating to the Faculty and the school until, as presented by Principal Mayhew in his last report, they had assumed the following extended form. They are of especial historic interest, for several reasons, and are, therefore, given in full.

Rules and Regulations of the Michigan State Normal School.

GENERAL RULES.

I. *Meeting of the Faculty.*—A regular meeting of the Faculty shall be held on Monday afternoon of each week, during term time.

2. *Officers of the Faculty.*—At the last regular meeting of each term, the following officers shall be elected by ballot, to serve during the ensuing term, viz: A Secretary, who shall keep a careful record of the business transacted; a Librarian, who shall have charge of the library; a Chairman, who shall in the absence of the Principal, perform his duties; a committee on boarding arrangements, a committe of two, on grounds, who shall act in connection with the Principal.

3. *Order of Business.*—The meetings of the Faculty shall be conducted according to the usual rules of deliberative bodies, and business shall be taken up in the following order:

1. Calling the roll.
2. Reading the minutes of the last meeting.
3. Report of classes.
4. Reports of absences and delinquencies.
5. Reports on rooms and halls.
6. Reports as to study hours.
7. Reports as to health, etc.
8. Miscellaneous business.

4. *School Sessions, etc.*—The daily sessions of the school shall commence at 8:30 a. m., and close at 12:30 p. m. Teachers, unless necessarily prevented, will be in their rooms at and after 8 a. m., for business with students. The time of session, unless otherwise directed by the Faculty, shall be divided into five school hours. Classes may meet for recitation, or examination, out of study hours, by permission of the Principal, or by vote of the Faculty.

5. *Examinations, Charge of Rooms, etc.*—Each Teacher is an examiner in his own department for admission, promotion, and graduation, and is responsible for the order and progress of his classes. Teachers in charge of the rooms in which pupils are seated, and of the experimental school, are responsible for the good order and proper management of the same, and have sufficient authority, subject to the general rules of the school and of the Board of Education, to secure these ends.

6. *Granting Excuses, etc.*—Excuses for absence from lesson, from school, or to be released from study hours, when asked before the occurrence, or when made unavoidable by sickness or its equivalent, are granted by the Principal. Excuses from reciting are granted by teachers in charge of the class; all other cases of absence, and all other delinquencies shall be reported to the Faculty for their action at the next meeting. In all cases of excuse by the Principal, for sickness or its

equivalent, the facts upon which the excuse is granted may be the subject of investigation by the Faculty on the request of any member thereof, and any student who has obtained such excuse on false representation shall be liable to expulsion

RULES FOR THE GOVERNMENT OF THE PUPILS OF THE MICHIGAN STATE NORMAL SCHOOL.

1. *Admission.*—Pupils are not received for less than an entire term, and, excepting graduates from the Experimental School, must, if ladies, be not less than sixteen, and if gentlemen, not less than eighteen years of age The Principal has discretionary power, based upon maturity or advancement in studies, to admit pupils at earlier ages

All pupils must sign, in good faith, a declaration of intention to teach in the schools of the State, and, if unknown to the Faculty, must present testimonials of good moral character

2 *Classification.*—New students enter and are classified by examination, and may enter the classes of any year for which they are prepared A student behind a class in a single study, may be allowed to go on with the class on condition of making up the study during the first term.

Students returning at the opening of a term are classified from the record, returning later than the day of opening, unless detained by sickness, or for reasons entirely satisfactory to the Faculty, they also, are classified by examination

3. *Boarding, etc.*—Students can board only at such places, and under such regulations, as are approved by the Faculty Gentlemen and ladies of different families, when self-boarding, cannot occupy rooms in the same house, unless by special permission first obtained

4 *General Department, etc.*—Students, in all their relations to teachers and to each other, must observe the usual rules governing the intercourse of ladies and gentlemen, must observe carefully the rules and regulations of the school, and be regular and punctual in the performance of all duties.

5. *Absences and Excuses.*—Students desiring to leave town, or to be absent from school, or to be released from study hours, must obtain previous permission from the Principal Students having been absent by permission or on account of sickness, or its equivalent, must bring a written excuse from the Principal to their teachers within two days after returning. Excuses from reciting must be obtained from the teacher of a class Any student who has obtained any excuse on false representation shall be liable to expulsion

6 *Study Hours, etc.*—Students must carefully observe study hours, which, except on Saturday and Sunday, are, during the months from November to March inclusive, from 2 to 4 P. M., and in the evening from and after 7.30 o'clock; and during the remainder of the school year from

2:30 to 4:30 P. M., and in the evening from and after 8 o'clock. Students are excused to attend Lyceum on Friday evenings; but must be in their rooms at and after 10:30 on all evenings.

7. *Scholarship, Marking, etc.*— Scholarship is marked on a scale from 0 to 3. Whenever the total average of a pupil's marking falls below 1.50, during two successive months, the connection of such pupil with the school ceases. In order to pass a study, the scholarship standing must not be less than 2.25.

8. *General Order in the Building.*—On entering the building pupils must go directly to their seats, and remain in them during the session, unless occupied in recitations or by business with the Principal or teachers. The time for such business, unless otherwise directed, is from 8 to 8:20 o'clock A. M.

Pupils must not run up and down stairs, or through the halls, nor tarry in the recitation rooms or halls, nor when moving in bodies, break lines; they must pass each other to the right, and at all times, avoid noise and confusion.

While in the building, students are not to communicate with each other in any manner, except at the short recesses, and then only with seat-mates, or by special permission of a teacher, with other pupils in the room.

9. *Penalties.*—Students violating rules incur demerit marks as follows:

Breaking rules, disorder in halls, "wandering," coming forward,	1
Being tardy or communicating, - - - - -	2
Absence or violating study hours, - - - - -	3
Being out after 10:30 P. M. - - - - - -	8

Other irregularities or misconduct incur demerits according to the degree of the offense.

Eight unexcused demerits in one term sever a student's connection with the school.

10.—*Removal from School.*—Whenever students are obliged to leave school before the close of the term, they must obtain excuse from the Principal.

Whenever, in the judgment of the Faculty, a student's attendance is no longer profitable to him, or is detrimental to the school, he may be expelled or dismissed.

A student excluded from the school, either by his own act or by the action of the Faculty, can be restored only by vote of the Faculty, or by the Board of Education.

During the first decade of the life of the school undoubtedly the influence of the executive predominated in the internal administration, and in determining questions of general policy and regulations for the conduct of students. As a rule the life

and associations of pupils were confined pretty closely to the institution; they were not encouraged or allowed to mingle much in the social or religious life of the community. Their time, attention, and energy were supposed to be absorbed in the special objects and purposes which had brought them to the school. By the close of the second decade, or a little later, very considerable changes had taken place in the regulations for the conduct of students, as well as in the internal administration of school affairs. The changes resulted partly from the increase in attendance, partly from the modification of public sentiment in respect to school management, and partly from the personal characteristics of the teaching body.

The regulations in respect to the duties and conduct of students had taken essentially the following form before the year 1880, and were only slightly modified during the succeeding ten years.

Principles of Administration, Etc.

"It is taken for granted by the administration of the school that students enter the Normal solely for purposes of study and instruction, and that they will devote their time and attention to these purposes; that they will abstain from everything which would tend to hinder their own progress in their appropriate work, or would, in any degree, interfere with the progress or rights of others.

"It is also assumed that they are acquainted with the usages and rules which govern the conduct and intercourse of ladies and gentlemen in general society and in well-regulated families, and that they will conform to these usages and rules at all times and in all places.

"It is required that students devote proper hours of the day, and evening hours of school days, commencing at 7:30 from the beginning of the Fall term to the first of April, and at 8:30 during the remainder of the year, to the preparation of lessons and other school work in their own rooms, and that they be in their own rooms at and after 10:30 on all evenings. This requirement is made, not only to encourage regular and systematic study, but also to protect industrious and faithful students against loss of time occasioned by improper and unnecessary interruptions. Students are at liberty to attend public meetings, lectures, concerts, and other entertainments of proper character, provided such attendance does not intefere with the punctual and thorough performance of their school duties.

"It is suggested that students seek counsel and advice of their

instructors in all cases of doubt in respect to the propriety or advantages of any proposed employment of time, or any course of life and conduct. The interests of teachers and pupils in all such matters are identical."

An impression prevailed, to some extent, that in the internal administration of school affairs during the years 1875 to 1880, the judiciary body had, perhaps unintentionally, encroached, in certain directions, upon the province and rights of the executive. Standing committees had been provided for by the Faculty upon (1) Grounds and Buildings, (2) Programs and Classification, (3) Pupil Teaching, (4) Boarding Arrangements. These committees were to be elected annually by the Faculty.

As doubts existed in the minds of some members of the teaching body as to the extent of the authority of such committees, the Board of Education was requested to define their duties and their authority. Before any formal reply was made to this request a change took place in the executive office.

To correct any errors which might possibly have arisen from lack of definite rules for the internal management of the school, the Board of Education, at the opening of Principal MacVicar's administration adopted a somewhat extended code of regulations, drawn up by that officer, defining "*The Duties and Functions of the Principal*," and by natural inference the duties and functions of the Faculty and of all committees. Space will not allow their reproduction here in full, but the essential points were as follows:

1. The Principal was declared to be the executive officer of the Board in all matters pertaining to the internal working of the school, and was made responsible for the prompt enforcement of all regulations adopted by the Board for the government of the school.

2. The Principal had power "to devise, adopt and execute" such measures as in his judgment, might be necessary to protect the buildings and other property of the institution, to maintain good order in all meetings of the school, or of the various organizations and societies connected with it. In the exercise of this extensive power he was authorized, but not required, to call to his assistance, by way of counsel, one or more of the teachers as he might deem advisable.

3. He had the right of advice on the appointment and removal of all teachers. He was made the medium of communication between the Board of Education and the Board of Instruction. The wants and needs of the

various departments were to be presented to the Board through him. All tuition and other fees were to be collected by him, or by some person appointed by him.

4 He was required to report, at the regular meeting of September of each year, everything of interest and importance relating to the Normal School, accompanying his own report with the reports of his subordinate teachers.

5 The matter of classifications, examinations, etc., were put absolutely into his hands; and he was authorized to assign to the various teachers their work.

6 He was required to call a meeting of the teachers, at least once in two weeks, "for advice and counsel in determining measures for the good of the school." This body had no authority to do more than advise and counsel.

7. He was to exercise careful supervision over all the classes and all the instruction in the school.

8. He was to be the official representative of the school before the Legislature and other authorities of the State, subject to the direction of the Board of Education He was also to represent the school before the people of the State by lectures, addresses, and discussions of educational topics.

9. The principles of government relating to students were the following: "It shall be the duty of the Principal to observe himself, and to see that all subordinate teachers and all others connected with the school observe, in performing their work, the following

(1) The golden rule, "Do unto others as ye would that others should do unto you," shall be made the foundation of every requirement

(2) The relation of teacher and pupil shall be regarded as involving a pledge on the part of both to regard the interests of each other as sacred, which pledge shall be assumed to be given when the pupil enters the school.

(3) From the very nature of the relation between teacher and pupil, the teacher shall always be considered the proper judge of what is to be viewed, under any given circumstances, as right or wrong, but, before making any decision, all the circumstances in each case shall be fully canvassed.

(4) The highest good of the individual, so far as it is compatible with the highest good of the whole school, shall be regarded as the fundamental principle in all discipline.

(5) No requirements shall be made of any pupil that are not, under similar conditions, made of every pupil in the school.

(6) The spirit in which anything is done shall be considered

more important, in its effect upon the pupil and the school, than the form.

(7) Pupils shall not be allowed to remain in the school after it becomes apparent that they fail to devote their entire time and strength to the work assigned to them by their teachers, nor after it becomes apparent that they exercise a bad influence, in any respect, over other pupils.

(8) Character and correct deportment shall be regarded as the crowning excellence of true scholarship, and shall receive the first attention of all teachers and others connected with the school.

(9) The various regulations and requirements of the school shall be arranged and executed so as to constitute a course of instruction, study, and practice which shall cultivate in the pupil correct views of the relation of the governing to the governed, correct habits, and the power of self-government."

The Principal was authorized to require, whenever it should seem desirable to him, "a statement upon honor, written or otherwise, from any pupil upon any matter pertaining to the conduct and management of the school."

The practical effect of these regulations, if administered according to the letter, would have been the concentration of both judicial and executive authority in the hands of the Principal, leaving to the Faculty the privilege of giving advice and counsel when requested to do so. Principal MacVicar resigned at the close of his first year of service, and, consequently, no opportunity was afforded for testing fully the merits of this plan of management under the administration of its author.

At the suggestion of the retiring Principal, the executive duties were temporarily divided and assigned to two members of the Faculty. This anomalous arrangement was abandoned after a trial of a few weeks, and the Board voted "That the acting Principal, Prof. Putnam, be regarded during his term of service, as clothed with the same authority as was the former Principal, and as governed by the same rules and regulations as were in force for the guidance of said Principal, and that any action heretofore taken which is in conflict with this position is hereby repealed."

While no change was made in the letter of the regulations, they were so interpreted that no friction occurred in the administration of internal affairs during this interregnum, nor during



Julia Anne King.

the administration of the succeeding Principal, Mr. Willits, or during the second interregnum which followed his resignation.

The growth of the school and the necessary increase in the number of the Faculty during the administration of Principal Sill, caused some changes in the mode of internal administration. In the early years of the school no such distinction as "Heads of Departments" and "Assistant Teachers" existed. No formal action of the Legislature, or of the Board of Education, or of the Faculty itself, was ever taken creating this distinction. It grew up naturally from changing conditions, and came to be generally recognized as "a fact accomplished." Its first legal recognition is found in the revised act of the Legislature of 1889 concerning the Normal School and the authority and duties of the Board of Education. That act provided that all questions as to the recommendation of students for graduation should be determined by "the Principal and Heads of Departments." This enactment necessitated arrangements for separate meetings of the Faculty as a whole, and of the Heads of Departments. This condition of affairs led Principal Sill, in 1892, to recommend to the Board of Education the formal organization of the Heads of Departments into a body to be known as the "Normal Council." The Board adopted this recommendation, and the Council was organized with authority to make recommendations to the Board upon the following subjects: as to

1. Courses of study.
2. Graduation of pupils completing the several courses of study.
3. The conferring of degrees and the conditions on which they shall be conferred.
4. The conditions of admission of pupils.
5. The approval of schools.
6. The general policy of the school and its welfare.
7. "The Council shall also, when so requested, advise the Principal upon questions concerning societies, and organizations connected with the School, and in case of discipline of individual students."

In respect to the functions of the Faculty as a whole, the Board decided that the choice of participants in commencement exercises, and in oratorical and other contests should be made by that body, and also that the Faculty should "make any needed

recommendations to the Board of Education concerning the the library and its administration and concerning other school matters not named above as belonging to the jurisdiction of the Council."

The evident intention of the Board was to delegate to the Council exclusive jurisdiction over certain specific subjects, and to leave all other matters relating to school affairs in the hands of the general Faculty as before. The arrangement was undoubtedly a desirable and wise one so long as the original division of powers and duties, as made by the Board, continued to be observed. It usually happens, however, that the smaller and more compact of two bodies, having administrative relations, gradually encroaches upon the province of the larger and less compactly organized body. The details of the present organization of the Council show some results of this natural tendency.

The functions of the Council are now performed mainly through certain standing committees consisting of three members each, elected by the body for a term of three years, one being chosen each year. At present the committes are as follows:

1. On Lectures and Entertainments.
2. On Library.
3. On Approved Schools.
4. On Advanced Standings.
5. On Athletics.
6. On Year Book.
7. On Student Affairs.

The Principal is ex-officio a member and chairman of all committees.

The processes of evolution, some times directed and some times apparently undirected, have left the organization for the internal management of the school in essentially this condition. The early provision by which the Faculty was constituted a judicial body and the Principal an executive, revoked by the Board in 1880, has never been formally restored. We have, consequently, so far as the letter of the law is concerned:

1. The Principal, clothed with both judicial and executive authority.

2. The Council, authorized by the action establishing it, to make recommendations to the Board upon certain specified sub-

jects, and to advise the Principal, if requested by him to do so, upon some matters of administration.

3. The Faculty, as a whole, having little more than a nominal existance as an organized body.

Practically the Council, in the administration of school affairs, exercises a controlling influence in many directions, but it does this rather by sufferance and assumption than by any distinctly delegated authority.

The study of the development of the internal administration of the school leaves an impression of an unfortunate oversight in one direction. The first formal code of regulations for the management of the institution provided that "the more immediate charge of the female pupils, in all matters pertaining to their sex, was confided to the preceptress." In subsequent formal revisions and additions little or no direct allusion has been made to the special duties of the preceptress or to the special care and oversight of the female students. At the same time the relative proportion of ladies in the school has greatly increased. It is true that provisions have been made for certain examinations and care of female students in connection with the department of "physical culture," but these provisions do not extend to other matters of equal or greater importance. It is evident that the best interests of the school require that a large part, if not the whole, of the time and attention of some one lady teacher should be devoted to the special charge of the female students. This person may be called preceptress or dean The title is not of importance, but the office should be provided for and filled with a lady of the highest character and ability.

The New Arrangement.

The establishment of the Central Normal School at Mount Pleasant, and the provision, made by the Legislature of 1899, for opening still another Normal School at Marquette, led the Board of Education to adopt a plan for unifying the Normal work of the State, and to prevent the springing up of any undue rivalry between the different schools This plan will cause some modifications in the internal management of the Normal College, but

how extensive these modifications may be, cannot now be determined. The practical working of the new plan for some considerable period will show what changes must be made. The following is the action of the Board adopted by unanimous vote:

Whereas,—In the judgment of the State Board of Education, by reason of the rapid growth of the normal school interests in the State, it has become necessary to unite all the Normal Schools of the State, and to place them under one general control or supervision in order that they may be more efficient in their work, to increase their influence upon the educational interests and welfare of the State, and to bring them into closer relation with each other, to the end that the various departments of work in the various schools may be co-ordinated and subordinated, and that the work may be duplicated as little as desirable; therefore be it

Resolved by the State Board of Education:—

1. That there be elected a man whose official title shall be that of "President of the Normal Schools of Michigan," who shall have general supervisory control of the educational welfare and best interests of all the State Normal Schools of the State of Michigan, and who shall have power, subject to the approval of the State Board of Education, and together with the advice and counsel of the Principals of said schools to prescribe courses of instruction for said system of schools, to recommend men and women for the various positions of instruction, and to dismiss the same when their services cease to be efficient for the best interests of the State, or for any other just and reasonable cause.

2. That there shall be elected by the said Board of Education a person for each of the State Normal Schools whose official title shall be "Principal of the ——— ——— School," and who shall, subject to the co-operation of the "President of the Normal Schools of Michigan," have supervisory control of the particular school for which he has been elected, during the absence of the said President.

3. That it shall be the duty of the "President of the Normal Schools of Michigan," to give one or more courses of instruction in each of the said Schools each year upon the general subjects of philosophy, theory and art of teaching, and the history of education, which courses shall constitute a part of the courses of instruction in the particular school.

4. That the "President of the Normal Schools of Michigan" shall be paid a salary and necessary expenses incurred in his management of the said schools, which salary shall be paid out of the funds of the various schools in proportion to the appropriation for current expenses for the particular term.

5. That it shall be the duty of the President to keep the State Board of Education informed at all times upon request, concerning the courses of instruction, professors and teachers, number of students, receipts and dis-

bursements, and general needs of the schools, etc., and he shall annually at the close of each school year, make a detailed report to the State Board of Education concerning the general welfare and needs of each of the various schools, which reports shall be spread upon the records of the said Board.

6. That it shall be the duty of the President, with the approval of the State Board of Education, together with the advice and counsel of the said Principals, to so arrange, subordinate, and co-ordinate the courses of instruction in each of the various Normal Schools of the State, that there shall be an interchange of credits between all of the said Schools."

The present President and Principals of the Schools are as follows:

1. President of the Normal Schools of Michigan, ————————.

2. Principal of the State Normal College at Ypsilanti, Professor Elmer E. Lyman.

3. Principal of the Central State Normal School at Mount Pleasant, Professor Charles McKenny.

4. Principal of the Northern State Normal School at Marquette, Professor D. B. Waldo.

CHAPTER VI.

Certificates, Diplomas, and Degrees Conferred, Funds, Library, etc.

The "consolidated" act establishing the Normal School contained this provision:

"As soon as any person has attended said institution twenty-two weeks, said person may be examined in the studies required by the Board, in such manner as may be prescribed, and if it appear that said person possesses the learning and other qualifications necessary to teach a good common school, said person shall receive a certificate to that effect from the Principal, to be approved by the Superintendent of Public Instruction."

One can not be quite sure whether it was the intention of this section of the law to make the certificate provided for, a *legal* license to teach or not; but whatever the intention may have been, the certificate was not regarded by the school officers of the State as a legal license. This is evident from the following extract from the Superintendent's report for 1855-6. In his recommendations for new legislation, he says:

"Provision should be made for granting suitable Diplomas to graduates of the State Normal School, which should serve them in lieu of the ordinary certificate of qualification, for teaching primary schools in any township in the State, for the period of two years. If during this time they should prove to be successful teachers, they might, on application to the Superintendent, receive a State Certificate. At present, graduates of the State Normal School have to submit to an examination before the township board of school inspectors, before they can be recognized as qualified teachers within the meaning of the law. It is not so in other States; and the Legislature, I doubt not, will unhesitatingly supply this statutory omission, which has hitherto subjected many worthy teachers to needless humiliation and in some instances deprived the community of their services."

In accordance with this suggestion, an act was passed by the Legislature during the session of 1857, authorizing the



Lewis McLouth.

Board of Instruction of the Normal School to grant to graduates of the institution "diplomas, which, when signed by the State Board of Education, shall be regarded as evidence that such graduates have completed the prescribed course of study."

The law also provided that,

"Each diploma so conferred shall be accompanied by a Certificate, signed by the Board of Instruction, which, when recorded in the office of the clerk of any township in the State, shall serve the teacher as a Certificate of qualification to teach any primary school in the township, until the same shall be annulled by the school inspectors of such township under the provisions of law for annulling Certificates".

This act authorized the Board of Instruction of the school, not the Board of Education, to grant diplomas, and to issue certificates; it made the certificates unlimited in respect to time, and it left them liable to be annulled by any board of school inspectors in any township. Some of these defects were remedied by amendments made in 1863. As this amended act remained essentially unchanged for many years, it is copied in full. Slight changes were made in 1871 and in 1881, to adapt the provision of the second section to the changed provisions of the law relating to the examination of teachers.

SECTION 1. "The State Board of Education is authorized to grant to such students as shall have completed the full course of instruction in the the State Normal School, and shall have been recommended by the Board of Instruction, a diploma, which when signed by the members of Board of Education and the Board of Instruction, shall be evidence that the person to whom such diploma is granted is a graduate of the State Normal School, and entitled to all the honors and privileges belonging to such graduates

SECTION 2. The Board of Instruction of the Normal School shall give to every graduate receiving such diploma a certificate, which shall serve as a legal certificate of qualification to teach in the primary schools of any township in this State, when a copy thereof shall have been filed or recorded in the office of the clerk of such township Such certificate shall not be liable to be annulled, except by the board of instruction, but its effect may be suspended in any township, and the holder thereof may be stricken from the list of qualified teachers in such township, by the school inspectors, for any cause that would authorize them to annul a certificate given by themselves "

In 1871 the Board of Education and the Faculty of the

school, without any express provision of law, began to give to graduates from the "Common School English Course," certificates valid as legal licenses to teach in the public schools of the State for a period of three years. These certificates could be renewed for another term of three years, if the holders presented to the Faculty "satisfactory evidence of success in teaching." Subsequently it was required that an applicant for the renewal of a certificate, in addition to presenting satisfactory testimonials of success in teaching, should also pass examination in two studies of an advanced course. The character of the certificates given for the completion of the advanced courses remained unchanged.

In 1882 the "Common School Course" was abolished, and no more certificates valid for three years only were given. All certificates given in 1883 were life certificates. In 1884 a provision was made by which graduates from the "English Course" of three years, received certificates valid for five years. These certificates were not renewable. In 1889 a somewhat radical change in the law relating to courses of studies, diplomas, and certificates was made by the Legislature. The Board was required to provide "a course of study intended especially to prepare teachers for the rural and elementary schools of the State." To students of the Normal School completing this course a certificate is given entitling them to teach in the schools for which the course is provided, for a period of five years. It is required that the certificate shall contain a list of the studies included in the course. Life certificates are given to those who complete a course of not less than four years. These certificates must also contain a list of the studies embraced in the course pursued. Certificates of both kinds may be revoked by the Board of Education for sufficient cause; and their validity may be suspended in any county by the Board of Examiners "for immorality or incompetency to instruct and govern a school" on the part of the person holding the certificate.

The law authorizes the Board of Education to grant "such diplomas as it may deem best," and these diplomas may carry

with them such honors as the extent of the course for which they are given will warrant. In the exercise of the authority thus granted the Board has provided for bestowing the degree of Bachelor of Pedagogics (B. Pd.), and also the degree of Master of Pedagogics (M. Pd.). The specific conditions upon which these degrees are given are not yet permanently settled, but are modified, from time to time, as experience suggests. It is intended, however, that the degree of Bachelor of Pedagogics shall indicate scholarship equal to that required for the degree of B. A. from a reputable college; and the degree of Master of Pedagogics shall indicate, in addition to the scholarship just mentioned, that the person receiving it "has been engaged in teaching or in school supervision continuously and with pronounced success for at least five years since receiving the Bachelor's degree," and "has prepared and presented a thesis acceptable to the Faculty of the school upon some subject connected with the history, science, or art of education."

At the session of 1895 the Legislature passed an act establishing the "Central Michigan Normal School" located at Mt. Pleasant. At the next session, in 1897, an act was passed defining the "relations of existing Normal Schools." This act provided that "substantial uniformity and reciprocity" should be maintained in the courses of study in the two schools, so that students could be transferred from one school to the other without loss of time or of standing. Provision was also made that the "Central Normal School" might grant the following certificates:

1. Upon the completion of a course of study containing the branches of instruction required by law for a third grade county certificate, and such work in the science and art of teaching as said Board of Education may require, the Board shall issue a certificate, valid for two years, authorizing the holder to teach in any district school of this State employing not more than one teacher: *Provided*, that said two years' certificates may be once renewed for a like period upon satisfactory evidence to the granting power of successful experience in teaching.

2. Upon the completion of a course of instruction containing the branches of instruction required for a first grade county certificate, and such additional work in the science and art of teaching as said Board of Education may require, said Board shall grant a certificate, valid throughout the

State for a period of three years: *Provided*, that said three years' certificate may be once renewed for a like period, upon satisfactory evidence to the granting power, of successful experience in teaching.

The following section of this act bestowed upon the Normal School at Ypsilanti, authority to grant certain certificates which it had not hitherto been authorized to grant. It also empowered the Board of Education to designate the school in the courses leading to a certain certificate and degree by the name of "The Michigan State Normal College."

Sec. 2. The State Board of Education may, through the State Normal School at Ypsilanti, grant similar certificates for elementary, graded and rural schools as in their judgment shall seem wise, and shall through the same institution continue to grant certificates good for five years, life certificates, diplomas and degrees, as are now provided by statute and custom; and in recognition of the work now being done under existing laws, in those life certificate and degree courses in the State Normal School at Ypsilanti, the State Board of Education is empowered to designate that school in the courses leading to such certificate and degree by the name, "The Michigan State Normal College."

Funds of the Normal School.

The original act establishing the Normal School contained a provision that, "For the purpose of defraying the expenses of the erection of the building, * * * * and for the purchase of the necessary apparatus and books for the institution, and for various other incidental expenses of the school, there is hereby appropriated ten sections of the Salt Spring lands." These sections were to be located and known as the "Normal School Building lands." The same act directed that fifteen sections of the same lands should be located and that the proceeds from the sale of these should constitute the "Normal School Endowment Fund." The "consolidated" act, passed in 1850, provided that the proceeds derived from the sale of the entire twenty-five sections, should be set apart for the "Normal School Endowment Fund," with the proviso that ten thousand dollars of this fund might be used for building purposes, if this should be found necessary.

The Legislature of 1853 passed an act appropriating to the Endowment fund "the moneys arising from the Swamp Lands

previously sold by the general government, not exceeding $30,000." It was found afterwards, however, that the "General Government" had sold only a very small amount of these lands, and nothing came to the endowment fund from this source.

The amount of money derived from the sale of Salt Spring lands up to 1857, as shown by the report of the State Superintendent for 1858, was $73,246.51, about twelve hundred acres of land at that time, still remained unsold. Of this amount, $8,096.64, had been expended for building purposes. Consequently the Endowment fund, at that time, was $65,149.87. Subsequent sales have increased the fund to the amount of about $71,000 00, according to the Report for 1894.

This is held by the State as a "trust fund," and the interest at six per cent, is paid annually to the treasurer of the Board of Education to be used for the current expenses of the Normal School. The expenses of the school, above this small sum, are provided for by biennial appropriations of the Legislature and by the entrance fees of the students.

Library.

The outfit of the school during the first years of its existance, in the way of books and periodicals, was very limited. The library destroyed by the fire of 1859 contained about 1,500 volumes. A considerable number of these, however, were books of little value for the work of the school. An appropriation of $2,000 was asked by the Board of Education of the Legislature of 1860 to replace the library which had been burned. But the exciting events connected with the opening of the great Civil War, absorbed the attention and interest of the people so fully that ordinary matters were, of necessity, neglected. Consequently no appropriation was made, and the Faculty and Board were left to devise such means as they could to supply the demand for even the most common books of reference.

The Principal says in his report for 1861

"After the destruction of our library by fire, in the fall of '59, our entire stock of books was comprised in a few Congressional documents which, however valuable in other respects, did not answer the peculiar necessities of the Normal School. It was painfully felt that the school could not long

sustain the reputation it had won, if its Faculty were to teach and its pupils study a professional course without appropriate works for reference and research."

The Board sympathized with the views presented, but had no means left, after paying current expenses, for replacing the library which had been lost. At the opening of the following summer term, as a last resort, an appeal was made to the normal students, which met with a very generous response. They agreed unanimously, that they would pay a dollar each, over and above the regular entrance fee, for two consecutive terms, and that the sum accruing should be applied to the purchase of needful books.

By subsequent action of the Board, two dollars of the annual entrance fee of each student was set apart for the increase of the library. This plan, however, continued in force but a short time, and afterwards, during a brief period, each student was required to pay annually a library fee of fifty cents for the purchase of books. Later some appropriations were secured from the Legislature for the increase of the library.

When Principal Welch closed his work in the school, the library numbered about two thousand volumes, such as they were. General reading, however, was not encouraged. It was stated in the catalogues published during this period that "members of the school have access to the library for reference rather than for general reading, as the regular studies of the course leave little time for that purpose."

For nearly twenty years there was scarcely any increase in the number of books. In 1872 the Principal reported that the library contained only about 1,200 volumes. The Board of Visitors, in 1873, say:

"The library has given no indication that it is a part of the equipment of a normal school. It has lacked, with insignificant exceptions, the professional treatises, sets of text-books in the common school branches, etc., which seem necessary to its best use."

A small appropriation was secured from the Legislature, a its session in that year, for the purchase of much-needed books, and the Visitors of 1875 say:

"Friends of the school will be glad to learn that the want of a professional library, which was spoken of by the Board of Visitors for 1873, has been in part supplied, and that conveniences for using and handling the books have been so multiplied that the library has come to be used very generally by the pupils, especially in the latter part of their course."

In 1876 the number of books had increased to 1,600, although nearly 300 of these were old text-books or public documents of little value. In 1881, the Board authorized the establishment of departmental libraries, and added 1,100 volumes to the general library. From that time the growth of the library has been regular and fairly rapid. In 1884 it numbered nearly 6,000 volumes, and the card catalogue contained 18,000 cards. The calls for books by students during that year were 30,000. With the increase of books the habit of reading also rapidly increased.

For several years Professor Putnam served as librarian without compensation. During his administration the books were catalogued and arranged by departments. A beginning was also made of a card catalogue, and the use of the books greatly increased. Prof. Lodeman succeeded Prof. Putnam as librarian, serving without pay. Under his administration the library was largely increased, and the process of catalogueing was carried on quite rapidly.

In 1884 Miss Florence Goodison was appointed librarian, with a regular salary, and served until 1890. Mr. William S. Burns served as librarian during the year 1891. Mr. Burns added much to the effectiveness of the library by introducing methods which were growing more necessary as the size of the library increased. For two years Mrs. L. B. Graham served as assistant librarian. In 1892 Miss Genevieve M. Walton was made librarian, and Miss Gertrude E. Woodard assistant librarian.

The last score of years has marked constant growth and improvement. The accessions have been over a thousand volumes a year, and have been distributed in fairly equal proportion in the various departments. In 1897 an appropriation of $1,500 was made for library improvement. This resulted in giving the entire first floor of the north wing of the building (56x80 feet) to the library. Connected to the main building by a wide

corridor, it has the combined advantages of a separate building, and the easy accessibility afforded by being under the same roof. Large arches were cut, throwing the whole conveniently together, while windows on every side give admirable light and ventilation. Iron stacks were introduced and the Dewey system of classification adopted. Library hours were lengthened, and Mr. Francis L. D. Goodrich added to the library staff. The system of student assistance in the library was begun many years ago, and has gradually increased. Since the library was enlarged more difficult limits have been set to their service, access to the stacks being one privilege, which with the knowledge of books and of library work is considered a good equivalent for one hour's work daily. Five students during each of the ten daily periods render very efficient service. Generally they work one semester only, as there are constantly more applicants than vacancies.

The library now numbers over 20,000 volumes, including Public Documents and pamphlets, of which there are less than 2,000, and all are of value. The library has been designated a "Remainder depository" for United States documents, and only such documents and reports as are of value to this library are asked for.

The Reading Room (40x56 feet) has tables and chairs for 150 readers. The available wall space is filled with cases for 2,000 volumes, and on the north and south sides, double cases extend into the room. These contain the general magazines, and reference books. With the purchase of reproductions of works of art, this room has been made most attractive, with pictures, and with casts of masterpieces of sculpture.

The increase in library work has constantly more than kept pace with library additions both of books, room, and service. Best of all is the growing effectiveness on the part of students in literary research and a more affectionate appreciation of books as books. It is growing nearer to the ideal library which is not a work shop but "The world's sweet inn from care and wearisome turmoil."



Lucy Aldrich Osband.

CHAPTER VII.

Teachers of the School.—Biographical Sketches, etc.

Buildings, grounds, funds, libraries, apparatus, and appliances of various kinds, are necessary to the progress and efficiency of an institution of learning. But all these may be provided in abundance, and still the institution may have little real value. The most essential element in any school is the teaching force, the corps of instructors. The buildings, and other materials provided, constitute the visible and tangible outward form and sign of a school; the teachers furnish the indwelling spirit, the principle of life, which vitilizes this visible form, and gives it character and power for useful service.

It is not within the scope of this sketch to give any very extended account of the various teachers who have been employed from time to time in the different departments of the school. However, simple justice demands that, in addition to a mere alphabetical list of names, some brief mention, at least, should be made of a few of those who have been, on account of length of services or for other reasons, especially influential in building up the Institution, and in giving direction and character to the course of its development, especially during the early years of its existence. The pioneer teachers, of necessity, did their work largely in an experimental way; they were laboring, for the most part, without precedents or patterns. It is not difficult, looking backward from the vantage ground of to-day, to discover mistakes and errors of judgement on their part. But, on the whole, the wonder is that mistakes were not more abundant, and errors were not serious. The somewhat frequent changes of policy and practice in the general management of the school, the changes in the courses of study and instruction, and in the form of the "Model School," all indicate a readiness to recog-

nize and acknowledge the fallibility of judgment, and a prompt determination to profit by the lessons of experience. Their work should not be estimated by the standards of the present, nor be subjected to the criticism which may justly be visited upon the blunders of their successors.

First Published List of Teachers.

1. Mr. A. S. Welch, Principal and Professor of the Greek and Latin Languages.
2. Miss A. C. Rogers, Preceptress and teacher of Botany and Belles-Lettres.
3. Mr. Orson Jackson, Professor of Mathematics.
4. Rev. J. A. Wilson, Professor of Intellectual Philosophy.
5. Mr. J. M. B. Sill, Teacher of English Grammar and Elocution.

Of two or three of these we shall speak more at length further on, after a few other teachers of the early years of the school have been briefly mentioned. Miss H. K. Clapp was employed to take charge ofthe Model School at its opening, and remained in that position until 1856. She was succeeded by Miss Susan G. Tyler, who resigned in July, 1863, to visit Europe. Miss Lottie Pomeroy followed her and continued in charge till 1869. She was succeeded, for a short time, by Mrs. Evans, who was followed, in 1870, by Miss Minerva B. Rorison who served until the radical reorganization of the Training School in the following year.

Professor Jackson continued in the chair of Mathematics until March of 1856, when he resigned on account of ill-health. Mr.John E. Clark than occupied the position for one year. Mr. George S. Jewell held the Professorship of Mathematics from April 1857, till July 1858. Mr. George E. Dudley succeeded Mr. Jewell, and held the position until his much lamented death in 1860. Mr. E. L. Ripley of Jackson was Professor of Mathematics from 1861 to 1867. He was succeeded by Prof.C. F. R. Bellows who continued in the chair until the close of the school year 1890-91. He was followed by Dr. David Eugene Smith, who held the position till June, 1898, when he resigned to take the Principalship of the Normal School in Brockport, N. Y. Professor Elmer A. Lyman became the head of the Mathematical department in the fall of 1898, to succeed Dr. Smith.

The first teacher in the department of Modern Languages was Mr. Albert Miller. He was succeeded by Mr. John Bengel, and he, in turn, by Professor August Lodeman in July of 1872.

The teachers in the department of the Sciences have been Professor I. R. Fisk, later President for many years of Albion College; Professor D P Mayhew, at a later period Principal of the school; Professor L. McLouth, who was succeeded in 1884, by Professor Edwin A. Strong.

The chair of Ancient Languages was first filled by Principal Welch. He was followed, in 1856, by Professor J. F. Cary, who resigned the position in 1866, and was succeeded by Professor E. Darrow, who held the Professorship till his death in 1872. Professor J. P. Vroman next occupied the position, resigning it in 1886 to be followed by Professor B. L. D'Ooge at the opening of the next school year.

Among other early teachers, whose names only can be mentioned here, were Professor E M Foote in the department of music, and Professor John Goodison in the department of Drawing and Geography, who will be spoken of in another place. If space allowed other names would be added to this list.

Sketches of the Principals and Preceptresses.

Brief sketches of the successive Principals and Preceptresses, and of a few other teachers, will be given at this place. For lack of success in getting desired material some of them will be short

Principal Adonijah Strong Welch.

The first Principal of the Michigan State Normal School was Professor A S. Welch. The fact that he was largely instrumental in giving form and character to the institution, and in determining the direction of its early development, justifies as full a sketch as space will permit, of his life, work and character, both as a teacher and as a man.

Principal Welch was of New England origin, being born at East Hampton, Conn , in April of the year 1821. He came to Michigan at the age of eighteen and fitted for college at a school in Romeo. He entered the sophomore class of the University of Michigan and graduated in the class of 1846 In addition to his

regular university work, he acted, during the last two years of his course, as Principal of the preparatory department, then maintained in connection with the University. After graduation, he studied law for a year and was admitted to the bar. The practice of law, however, was not to his taste; and, in 1847, he became Principal of the Union School at Jonesville, the first school of the kind organized in the State. His marked success at Jonesville brought him so prominently before the friends of education in the State that he was appointed to the Principalship of the newly established Normal School, and entered upon his duties in October of 1852, although, the first term of the institution did not open until the 29th of the following March. During the winter of 1852–3 he was employed in educational missionary work wherever opportunities presented themselves, and in perfecting arrangements for the opening of the school. He conducted an institute, in connection with the dedication of the Normal School building in October of 1852, and another in connection with the opening of the first term of the institution in the spring of 1853. In connection with these institutes he aided in the organization of the State Teachers' Association, and became the first President of that body.

His labors, in the school and throughout the State, were so incessant and so exhausting that his health became so seriously impaired that in 1859, the Board of Education gave him leave of absence, and he spent a year or more traveling in Europe, Professor Sill acting as Principal during his absence. After his return he continued his labors with his accustomed zeal and energy until September, 1865, when failing health compelled him to resign the Principalship, which he had held for thirteen years, and to close his connection with the school. On accepting his resignation the Board addressed the following letter to him as an expression of their official esteem and personal friendship:—

LANSING, Nov. 9th, 1865.

PROF. A. S. WELCH,

Dear Sir:—In accepting your resignation as Principal of the State Normal School, the State Board of Education desire to present to you some expression of their high personal regard for you, and also to

acknowledge the profound sense of obligation that both themselves and the people of the State are under to you, for the deep interest you have always exhibited, not only in the prosperity of the Normal School, but in the cause of education generally throughout the State.

It is not senseless flattery, but simple justice for us to say that the complete success of the Normal School has been very largely owing to your earnest and untiring labors

Many of the best years of your life have been devoted to building up the Normal School, and during these years your influence has been extended beyond the limits of the State, and this influence has been both at home and abroad, that of a successful educator

You have rendered essential aid in developing our Public School System You have always been present at the meetings of the State Teachers' Association except when necessarily absent from the State. You have not been present as a silent spectator, but as one of its most active and influential members.

Many of the best features both of the constitution and by-laws of the Association are either the product of your own pen or the result of your wise suggestions

Since the organization of the State Teachers' Institutes you have been one of the most popular and successful lecturers This has brought you into immediate contact with the most cultivated, and best minds of the State, who cherish for you feelings of the highest regard and esteem.

We accept your resignation with many regrets, and were it not that your health demands a change of climate and occupation, we should not willingly consent to your leaving your present responsible position

In going from us, you will leave behind you a host of the warmest of friends, not only those who have been your pupils and fellow teachers, but your fellow citizens, who will cherish for you a kind and grateful memory

Your intercourse with the Board of Education, has ever been of the pleasantest character. Although questions of the gravest moment relative to the interests of the Normal School have often arisen, and questions at once revealing the fact that there were decided differences of opinion, yet their discussion has been conducted with great candor, and the conclusions reached have been most satisfactory to all

Please accept our warmest thanks for the deep interest you have ever exhibited in the cause of education in our State, and for your earnest efforts to aid in developing our Public School System

Our prayer shall ever be that the same kind Providence may continue to guide you in the future, which has aided you in the past, and may your life be prolonged, and strength and wisdom given you, that you may yet do as noble a work as that you have already accomplished."

The first three years following his resignation he spent in Florida, and, during the reconstruction period, he was elected by the Legislature, in 1867, to the United States Senate, to fill out a short unexpired term. In 1868 he accepted the Presidency of the newly organized Agricultural College of Iowa, which position he occupied for fifteen years. Resigning the Presidency on account of impaired health, he remained in the college as professor of the History of Civilization and Practical Pyschology until his death in March of 1889.

The University of Iowa conferred upon him the degree of LL. D. in 1873, and his *Alma Mater* bestowed the same honor in 1878.

Prof. Welch published several valuable educational works, among which are "An Analysis of the English Sentence," "A Treatise on Object Lessons," "Talks on Psychology," and "Psychology for Teachers". I quote the following estimate of his character, and description of his prominent personal characteristics, from an article written by one of his early students:

"Professor Welch had native abilities of high order. His intellectual powers were clearly above the average, and they were cultured and disciplined by severe study and patient meditation. He was a man of dauntless courage and immovable firmness. He had keen insight as to men and affairs, and was wise in counsel; and thus was naturally and easily a leader. He had great executive ability, and was a disciplinarian of phenominal power. As a teacher he was master of both the art and science of teaching, deliberate yet intense in thought, measured and careful in speech, he held the wrapt and undivided attention of all who were before him; and so a subject under consideration became paramount, and its facts and principles were easily grasped by his pupils. His power to develop and help young men and women was remarkable: he knew when and how to encourage, and when and how to restrain with an iron hand: and he was so just and wise that his decisions and acts received the approval of those affected by them.

Our Michigan Normal School and the cause of education throughout the State, owe to Professor Welch a debt of gratitude which time can never diminish. His thoughts and deeds will live on in our institutions, and the influence of his high character and noble qualities will be perpetuated in the manhood and womanhood of our State through generations yet unborn."

Principal D. P. Mayhew.

David Porter Mayhew was born in Columbia county, New York, in 1817. He was prepared for college by Dr. David

Porter, and graduated from Union College in 1837, at the age of twenty.

In the following year he took charge of the "Lowville Academy" in Lowville, N. Y., and continued in charge of that institution about fifteen years. His success in teaching and managing the school was very marked. After closing his work in Lowville he spent two years in Ohio, one in the schools of Cleveland and one in Columbus He began his work in the Normal in January, 1856, and continued in the school fifteen years, first as teacher of sciences, and afterwards as Principal. He resigned the Principalship and left the institution in January, 1871. From this time he resided in Detroit

Mr. Mayhew was a tireless worker, and always came before his classes fully prepared. His knowledge of the subject, his enthusiasm, and his affectionate regard for his pupils, always secured their closest attention. His disposition was cheerful and hopeful; he loved children and understood and sympathized with child nature. In society he was a leading spirit, being fluent in speech and always ready with entertaining thoughts. He spoke without self-assertion or offensive forwardness.

One of Principal Mayhew's intimate friends says:

"Prof. Mayhew was genuine; his love for the low down was inspired from above; he was a scientific and skilful teacher, a born teacher, a trained teacher. He had a conscious existence in a higher and better environment that surrounds ordinary men in this common life. His genuineness, his skill, his resources of spiritual power, constituted him, in my judgment, the most remarkable teacher I ever met, and my acquaintance with him has inspired a fervent affection ever to be treasured in my memory."

Another friend writes:

"In character he was gentle, yet strong. He was honest in the truest sense of the word. He was unassuming and seldom spoke of himself. He was a teacher who loved his work, and in that love found inspiration "

His attachment to his pupils remained undiminished to the end, and in accordance with his dying request, his pall bearers were selected from them. The esteem of his most intimate friends may be expressed in the words of one who writes:

"His character makes me think of the beatitude, 'Blessed are the pure in heart, for they shall see God.'"

On occasion of the death of Mr. Mayhew the Board of Education placed upon their records the following minute, and sent a copy of it to the bereaved family:

Whereas,—It has pleased the Master and Maker of all men to call Prof. D. P. Mayhew from his home on earth to the place prepared for him in the heavens, and

Whereas,—By his earnest work and loving Christian sympathy he aided largely in advancing the Normal School to the high position to which it has now attained,

Resolved:—That we cherish with loving memory the recollections of the time when he was connected with the school and his labors in its behalf and that this Board by this means feebly expresses its appreciation of his worth as a man, his excellence as a teacher and the many graces of heart and mind which he possessed.

Resolved:—That while we extend to the widow and family of our deceased friend our most earnest sympathy in their sorrow, we cannot avoid congratulating them because of the many tender recollections and happy memories, which, till they are each in turn called upon to join him in the land of the Blessed, must be constantly present with them."

Acting Principal C. F. R. Bellows.

Professor C. F. R. Bellows was born in Charlestown, New Hampshire, in October, 1832, and came, as a mere boy, with his parents to Michigan in 1837. The family settled in the township of Climax, Kalamazoo county, where young Bellows had only the advantages of the ordinary district school of that day. At the age of seventeen he was sent to the Olivet Institute (now College), where he spent two years, boarding in the family of Professor Oramel Hosford, who at a later period became State Superintendent of Public Instruction.

In the fall of 1852 he was present at the dedication of the original Normal School Building, witnessed the inauguration of Principal Welch, and attended the Teachers' Institute which followed. He entered the school at the opening of the first regular term in March of 1853, and graduated with the second class which completed the prescribed course of studies in 1855, having in the meantime taught school for several months.

After leaving the Normal he organized the graded school at Constantine in the western part of the State, and remained there

one year; he then went to Mishawaka, Indiana, teaching in that place for a period of six years. At the close of this time he returned and taught for two years more in Constantine.

During these years, while teaching and managing a school, Mr. Bellows had, by private study, completed a considerable part of the University course. He entered the University in 1863 and graduated in the following year from the course in Civil Engineering. From the University he went to Decatur, Michigan, and remained for three years as Superintendent of the graded school in that place. In April, 1867, he was elected first County Superintendent of VanBuren county. He had served but a short time in that office when he resigned it to accept an appointment to the chair of Mathematics in the Normal School. He entered upon the duties of this position at the opening of the school year 1867-8, and continued to occupy the place for a period of twenty-four years, resigning at the close of the school year 1890-1. The most important educational work of Professor Bellows was undoubtedly done in the Normal School. In addition to his services in the class room and in the teacher's chair he has published a large number of mathematical text-books, which are named elsewhere. After leaving this school he took charge of the "Central Michigan Normal School" located at Mount Pleasant This institution was subsequently, by act of the Legislature, made a State normal school, and placed in charge of the State Board of Education. Upon accepting and organizing the school as a State institution, the Board appointed Professor Bellows to the position of Principal. This position he held for considerable time, laboring with his usual energy and zeal. In consequence of impaired health he subsequently resigned the Principalship of the school and engaged in various kinds of educational work, mainly editorial He is now living in Ypsilanti.

Principal Joseph Estabrook.

Joseph Estabrook was born July 3, 1820, at Bath, New Hampshire. He was a decendant of Joseph Estabrook who was a graduate of Harvard college and pastor of a church in Concord,

Mass., for forty-four years. The family moved from New Hampshire to Alden in New York in 1833, and a few years afterwards to Clinton in Lenawee county.

The earliest education of Mr. Estabrook was obtained in the district schools. A little later he worked on a farm during the summer and taught school in the winter. He thus fitted himself for college, and in 1843 entered Oberlin from which he graduated in 1847. He received the degree of A. M. in course, and a short time before his death his *Alma Mater* bestowed upon him the well-deserved degree of D. D. When he left college he had already taught seven years in the district schools of Lenawee county and "boarded round." He continued to teach, first in Clinton, next in Tecumseh, and 1853 became Principal of the public schools of Ypsilanti, where he remained till the close of the school year 1865-6. He then became Superintendent of the schools of East Saginaw, and held this position until he was appointed Principal of the Normal School in 1871. He remained at the head of this institution for nine years. In 1880 he became connected with Olivet College and remained there until his death.

He was Regent of the University for six years and the State Superintendent for four years.

We are especially interested in his labors as principal of the Normal. During his administration the school enjoyed a high degree of prosperity. The scope of the professional work was greatly extended and the attendance of students was largely increased. The most potent element of his power in the school was his own personality. Without attempting any complete or critical analysis of his character, it will be sufficient to speak of two or three of his most obvious and prominent characteristics.

First of all he was blessed with abounding physical vitality, an organism full of energy and elasticity, forming a strong and reliable basis for a grand and noble intellectual, moral, and spiritual temple. The body is not all, it is not the highest or the best, but it is much; it is the living temple, not of the human soul alone, but also of the divine spirit.

Next, with a well-developed intellect, he was blessed with unusual depth and strength of emotional nature. Feeling goes down deeper and rises higher than mere thought; it vitalizes thinking, makes it warm with life, renders it fruitful and fragrant Beyond these qualities he had an abiding faith in goodness and in God; and a profound spiritual apprehension and experience which enabled him to lay fast hold upon the unseen and eternal, and to make them real in his daily life.

No teacher ever connected with the school was more loved, was remembered with kindlier feelings, or greeted wherever he went, with warmer or more sincere words of personal regard. His influence upon the moral and religious life of the Normal was most marked. He was able to enter further than most teachers into intimate fellowship with the spiritual, the religious life of his pupils. He sought to develop in them the same faith, the same trust, the same hopes, the same assurance of life beyond, which he himself felt and cherished.

One of his colleagues at Olivet says with much of truth and beauty:

"Lapse of time may cause some things to grow dim. The day may come when Professor Estabrook, the teacher, the preacher, the citizen, will be less clearly outlined in our thoughts that at present. But the time will never come when Professor Estabrook, the friend, will live less vivid or dear to our memory What he did in class room, in pupils, and in the State may grow dim; but what he, our friend, did for us will never fade."

Like us, Professor Estabrook was human; he was a man among men; he lived in the flesh subject to its infirmities and its limitations He had fewer limitations and faults than most of his fellows; and he struggled more manfully and successfully than most of us against the narrowing limitations which hemmed him in and made him conscious, as we are conscious, of the imperfections of our common humanity.

Take him all in all, he was one of the noblest examples of true Christian manhood that I have ever known. The world is better today because he has lived in it, and has gone about among his fellows, and his personal acquaintances and friends are truer and purer because he has been with them. The whole

strength of his character, the whole force of his life has always been a mighty power to uplift the community in which he made his home, and the State of which he was a citizen. The Normal School has need of such men in the executive chair and in its class and lecture rooms.

Principal M. Mac Vicar.

Malcomb Mac Vicar was born in Argyleshire, Scotland. His father, John Mac Vicar, was a farmer, and a man of great physical and intellectual vigor. The family moved from Scotland to Canada in 1835, and settled on a farm at Chatham, Ontario. Malcomb entered Knox College in Toronto in 1850 to study for the ministry. He was ordained to the Baptist ministry in 1856, and in 1858 he entered the Senior class of the Rochester University, taking the degree of B. A. in the following summer. Immediately after graduating he accepted a position in the Faculty of the Brockport Collegiate Institute. This institution was transformed, soon afterwards, into a normal school of which Mr. Mac Vicar was made Principal.

He was soon recognized by the Regents of the University of the State of New York as one of the foremost teachers and principals of the State. The first year of the normal school work, carried on in connection with planning and supervising the erection of new buildings for the school, proved a very trying one to Principal Mac Vicar, and his health gave way under the pressure. Under these circumstances he resigned his position in the school, but the State Superintendent preferred to grant him leave of absence for a year rather than to lose his services to the State.

During the summer of 1868 he went West, and was invited to become Superintendent of the schools of the city of Leavenworth, Kansas. He accepted the position and remained there until April of the next year, when he returned to New York and became Principal of the Normal School then recently located at Potsdam, but not yet fully organized.

In 1868 the Regents of the University of the State of New York conferred upon Mr. Mac Vicar the degree of Doctor of Philosophy, and in the following year the University of Rochester added the degree of Doctor of Laws.

In December, 1880, he was elected Principal of the Michigan State Normal School of Ypsilanti. He remained here only a single year, but this year he devoted very largely to the work of reorganizing the courses of study, the societies, and other matters connected with the institution. He resigned his position in the Normal School to become a member of the Faculty of the Baptist College at Toronto. For seven years he filled, in the College, the chair of Christian Apologetics, and Biblical Interpretation in English.

When the Mac Master University was founded in 1888, Dr. Mac Vicar was made Chancellor, a position which he accepted very reluctantly. Having accepted the responsibility, he devoted himself with his accustomed energy to the labor before him, and completed the full organization of the institution in two years. He then resigned the Chancellorship and became the Superintendent of the Educational Work done by the American Baptist Home Mission Society for the Colored People of the South, and for the Indians, Chinese, and Mexicans. He has now, 1898, under his supervision one Theological Seminary, seven Colleges, and twenty-four Academies. Dr. Mac Vicar has peculiar adaptation to the work in which he is engaged, and is bringing the institutions under his charge, into a condition to do the best possible service to the colored people and to the denomination which supports them.

He excells as a mathematician and as a metaphysician. As a writer, and in the class room, he is characterized by the utmost clearness and force, and his career as an educator has been eminently successful. It has fallen to his lot to perform a vast amount of hard work in organizing institutions of learning of various kinds. His investigation in the science of education has been original and critical, being based upon extensive observation and a large inductionof facts.

The views which Dr. Mac Vicar holds of the qualifications of a true teacher are of a very high order. The building of a strong and reliable character he regards as the crowning excellence of true scholarship, both in the teacher and in the scholar.

Acting Principal Daniel Putnam.

(BY A FRIEND.)

About 1640 John Putnam, leaving England, settled in that part of Salem, Massachusetts, which is now called Danvers. In process of time some members of the Putnam family moved to Lyndeboro, New Hampshire. At this place Daniel Putnam was born on the eighth of January, 1824. The early years of his life were spent on a farm, in a lumber mill, and in a carpenter's shop. His early education was such as a New England district school gave at that period. After his tenth or twelfth year he attended school only in the winter season. This was the only schooling he received until twenty years of age. During the latter part of this early period he received much advantage from a kind of Lyceum which was organized in many of the school districts of the country. In this society he gained considerable practice in writing, speaking, and debating, and cultivated a love for reading. This was his first step above the ordinary work of the common district school, and opened the way for the broader education and wider culture which were gained in later years.

By manual labor and by teaching school in the winter months, he earned the means necessary to fit himself for college. His preparatory course was taken in an academy at New Hampton, N. H. From this place he went to Dartmouth College from which he graduated with the class of 1851. After graduation he taught for a time in the school at New Hampton, and later for a year in Vermont.

Professor Putnam came to Michigan in the summer of 1854, and held the Professorship of the Latin Language and Literature in Kalamazoo College for four or five years. He left the college to take charge of the public schools of the city of Kalamazoo. In this field of labor he showed good executive ability and skill in the work of organization. In 1865 he returned to the college and labored two or three years under the direction of Dr. John M. Gregory. On the resignation of President Gregory he was acting executive of the college for one year. In 1867 he



Daniel Putnam.

was elected Superintendent of the schools of Kalamazoo county. He resigned this position to accept a Professorship in the Normal School, entering upon his duties at the opening of the school year 1868-9. His connection with the school has extended over a period of thirty years During three years he was acting Principal of the institution.

In addition to his labors in the school room and in the management of schools and of school affairs, Professor Putnam has been efficient in other departments of human activity. He served two years as alderman and two years as mayor of the city of Ypsilanti. He has always manifested a deep interest in the welfare and prosperity of the community in which he has had his home.

For more than fifty years he has been a member of the Baptist church and active in the work of the denomination. Though not an ordained minister he has supplied pulpits frequently during most of his religious life. He has been a member of the Baptist Convention of Michigan for many years, its treasurer for about ten years, and one year its President. For twenty-five years he sustained the position of Chaplain of the Asylum for the Insane at Kalamazoo, and published two small books relating to his work in that institution, and for the use of the inmates. He has published a number of educational works, a list of which is given in another place in this history.

As a man Professor Putnam is unassuming and retiring in his character, but positive in his opinions and firm in his convictions of duty in all the relations of life. As a teacher he appeals to a student's sense of honor, and seeks to develop the higher and nobler elements of his character He seeks to make of his pupils men and women of the best kind rather than simply scholars and teachers. That nobleness of spirit which shines out through all his life and teaching has shed a strong but quiet influence upon the lives of scores of young men and women. Many a former Normal student, now at work in the schools of the State, declares that the calm serenity of Professor Putnam's life and character goes with him as an inspiration in all his work But the true dignity and purity of his life can be best under-

stood by those who have come into close association with him as he has gone in and out in his daily labors. His deeds are as light-houses, "they do not ring bells or fire cannon to call attention to their shining—they just shine."

As an indication of the high esteem in which he was held as a scholar, he received, in 1897, the honorary degree of LL.D. from the University of Michigan.

Principal Edwin Willits.

The life work of Mr. Willits was wide and varied. We are concerned chiefly with his work in connection with the Normal School, but a brief summary of his life and labors will be of interest.

Mr. Willitts was born in Otto, Cattaraugus Co., New York, on April 24, 1830. He came to Michigan with his parents in 1837. He was graduated from the University of Michigan in 1855, and for ten years thereafter he was editor of the Monroe Commercial. In 1856 he began the study of law, and was admitted to the bar in 1858. In 1860 he became prosecuting attorney of his county. For twelve years from 1862 he was a member of the State Board of Education. From 1863 to 1866 he was postmaster of Monroe. He was a member of the constitutional convention of 1873, and from 1876 to 1880 was a member of Congress. In 1883 he was made Principal of the State Normal School at Ypsilanti, and he remained in that position until called in 1885 to the Presidency of the Agricultural College of Michigan. In 1889 he was called from the College to the position of first assistant secretary of agriculture at Washington. In 1894 he was removed from this position by Secretary Morton, whereupon he opened a law office in Washington. He died there October 23, 1896.

The first connection of Mr. Willits with the Normal School was as a member of the State Board of Education. The Board was originally created mainly for the purpose of locating and managing this institution. Mr. Willits became a member of this Board at the opening of the year 1861 and served continuously for twelve years, contributing his full share of

energy to the interests of the school. After the severance of his official relations with the school, and while a member of the national House of Representatives, he continued to manifest a warm interest in its prosperity. At the close of his two terms in Congress he was elected by the Board to the Principalship of the Normal School. The considerations which influenced the Board in placing him at the head of the institution are thus stated in their report:

"In appointing to so important a position as the Principalship of the Normal School one whose life work had been in other callings than the profession of teaching, one who had not through experience and study a systematic course of pedegogy behind him, the Board were mindful that they were departing from the ordinary course of procedure; but they desired especially to emphasize that clause in the legislative action of this State, which, in instituting a Normal School for the preparation of teachers, required that the State Board of Education should also provide for the instruction of its pupils 'in the fundamental laws of the United States, and in what regards the rights and duties of citizens.' With this in view, no one seemed to the Board to combine, as Mr. Willits does, so many of the requisites necessary to lead the Normal School on to that great future which its founders confidently expected for it. * * * * For full twenty years he was a leading member of the local Board of Education of Monroe; for twelve years (from June 1, 1861, to December 31, 1872) he served as a member of the State Board of Education, in which position he became familiar with the affairs of the State Normal School; in the State Constitutional Commission of 1873 he served as chairman of the committee on education. His scholarship and scholarly tastes, his large experience, his acquaintance with men and affairs coupled with his thorough knowledge of the subjects assigned to him to teach, justify, in the opinion of the Board, their going outside of the profession of teaching in selecting a man for the responsible position of Principal of the State Normal School."

In entering upon his duties in the school Mr. Willits kept in mind the department of labor which the board, in effect, had marked out for him. He gave instruction in civil government, in constitutional law, in the forms of congressional procedure, and in other subjects which touched upon social relations and upon the rights, duties, and obligations of citizens. He brought into the institution somewhat more of the tone and spirit of practical and political life than had been in it before. He emphasized the fact that the teacher is also a citizen, and, in common with his

He resigned the Superintendency at the end of two years and took charge of the Detroit Female Seminary. He continued in the management of this institution from 1865 to 1875, during which time it became one of the largest and most successful schools of the kind in the North-West. In 1875 he was again unanimously elected, by the Detroit Board of Education, to the Superintendency of their city schools. He continued in this position, by reelections, until the spring of 1886, when he was made Principal of the State Normal School. He remained in this position till 1893, when he retired from the active work of teaching and took up his residence in Ann Arbor. He filled the principalship of the school with great acceptance and with his usual energy and efficiency. During his administration the Normal enjoyed marked prosperity; the number of students increased constantly, and important improvements were made in various directions. The professional work was largely increased, and the school was brought into closer relations with the schools of the State. His administration was one of the most successful in the history of the school.

In addition to his regular school work Mr. Sill has filled a number of important positions. In 1867 he was appointed, without his previous knowledge, to fill a vacancy in the Board of Regents of the University. He served in this position till 1870. This appointment was peculiarly complimentary, as it was made by a Republican governor, while Mr. Sill was known to be a Democrat in politics, though never an active partisan. In 1871 he received from the University the well merited degree of Master of Arts, and in 1890 he received from the authorities of the Normal School the degree of Master of Pedagogics. Mr. Sill has been closely connected with the State Teachers' Association from its organization in 1853, was its first Secretary, and its President in 1861–2.

He was ordained a deacon in the Protestant Episcopal church in the year 1880. He is loyal to the church of his choice, but catholic in his feelings and cordial in his good-will toward all denominations and organizations of Christians. Soon after his retirement from the Normal School he was appointed by Presi-

dent Cleveland, United States Minister to Corea. He filled this position with much acceptance for four years, and until an administration of different political faith came into power. At present, (Oct. 1899), Principal Sill is residing in the city of Detroit, where he is always ready to lend his aid to every good work.

In addition to regular school duties Professor Sill prepared and published in 1856 an elementary work on English, entitled "Synthesis of the English Sentence." In 1878 he published a larger work on English grammar, called "Lessons in English." These works were both prepared on original and progressive lines and greatly simplified the study of our language.

Principal and President Richard G. Boone.

Mr. Boone was born at Spiceland, Indiana, in 1849, of Quaker parentage. He received his early schooling at the Friend's Academy in Spiceland. He began teaching at the age of seventeen, and was engaged for several years in the country and village schools of central Indiana.

From 1871 to 1876 he had charge of graded and high schools. In the latter year he became Superintendent of the city schools of Frankfort, Indiana, and remained in that position ten years.

While teaching in Frankfort, the Department of Pedagogy was projected in the Indiana University, and Mr. Boone was invited to organize it. After one year at the head of this department, during which time he was acting Professor of Philosophy also, he was granted leave of absence to spend a year in Johns Hopkins University in pedagogical and philosophical studies.

He returned to the University of Indiana in 1888, and resumed the work in pedagogy, somewhat extended courses being given in the theory of education, history of education, school administration and supervision, methods in both elementary and secondary subjects, and the foreign school systems.

While Superintendent of the Frankfort Schools he began in teachers' meetings and in contributions to educational journals, the system of educational doctrine, subsequently elaborated in

the University class room and later introduced into the Michigan State Normal School.

With a relatively limited school training, he made the years fruitful also in private studies in both scholastic and professional subjects, especially in general literature and history, sociology and modern philosophy.

Since 1872 he has been a constant instructor and director in teachers' institutes in his native state first, then, at times, in Ohio, Illinois, Pennsylvania, New York, West Virginia, Kentucky, Texas, Arkansas, Minnesota and Michigan.

While in Frankfort, De Pauw University conferred upon him the degree of Master of Arts, and in 1889 the University of Ohio conferred the degree of Doctor of Philosophy. In 1888, while Professsor of Pedagogy at Bloomington, Indiana, he published, as a volume in the International Education Series. "Education in the United States." This book has been widely used as a text in Teachers' Reading Circles. Two years later he published a "History of Education in Indiana."

Dr. Boone has been for fifteen years a member of the National Educational Association, and for some years a member of the National Council of Education, and also of the Superintendent's section of the same body.

Dr. Boone was elected Principal of the Michigan State Normal School in the autumn of 1893, and President of the Normal College in 1898, which positions he held till September 1, 1899. He carried into this work the same zeal and energy which characterized his labors in other positions. He is now Superintendent of the Cincinnati Public Schools.

Principal E. A. Lyman.

Elmer A. Lyman was born at Manchester, Vermont, July 27, 1861, and in 1869 moved to Indiana, and settled on a farm. At the age of seventeen he left the farm and prepared for college in the public schools of Kendallville. He entered the University of Michigan in 1882 and was graduated with the degree of A. B. in 1886. He decided upon the profession of teaching and at once entered upon this work as Assistant Superintendent of

Schools of Paola, Kansas. The next year he became Principal of the high school at Troy, Ohio, which position he held for three years. In 1890, he was appointed instructor in Mathematics at his *Alma Mater*. In addition to his duties in the mathematical department he was, from 1894 to '98, chairman of the University of Michigan Summer School; and for several years in connection with his teaching he did graduate work in mathematics and astronomy. In 1898 Mr. Lyman was elected by the State Board of Education, Professor of Mathematics in the Michigan State Normal College; and in August 1899, on the adoption of the new Normal System, he was made Principal, and continued as Professor of Mathematics. He has the distinction of being the first Principal under the new regime. His administration starts off under prosperous conditions, enjoying the confidence of the community, faculty and school, with an increased number of students in attendance.

President Albert Leonard, A. M., Ph. D.

The position of President of the Normal Schools of Michigan, created recently by the Board of Education, has been filled by the election of Dr. Albert Leonard of the Syracuse University.

Dr. Leonard is a native of Ohio, born near Logan in 1857, was educated at the Ohio Central Normal School, and the Ohio University. In college, in addition to the regular course for the degree of Bachelor of Arts, he took the four years' course in Pedagogy, and received the degree of Bachelor of Pedagogy. After teaching in several positions, he returned to the University for three years' of further study. Since that time he has been Principal of the high school at Dunkirk, N. Y., for five years, and of the Central high school of Binghamton for considerable time.

In June, 1897, he was appointed Professor of Pedagogy in Syracuse University, and was, at the same time, made Dean of the College of Liberal Arts. Since 1887, Dr. Leonard has been connected with the *Journal of Pedagogy*, and has been sole editor for the last half dozen years. This Journal is one of the ablest publications of the kind in this country.

Personally the Doctor is a gentleman of genial and agreeable temperament; plain and unassuming in manner, generous in disposition, and obliging to an unusual degree. He is said to be a strong executive, and accomplishes his purposes with little apparent effort. He will be cordially received by the Faculty of the College at Ypsilanti, and given every needed support and aid in working out the new plans for the management of the Normal Schools of our State. The position which he will occupy is in practical importance, scarcely second to any educational position in Michigan.

Preceptress Abigail C. Rogers.

The first Preceptress of the Normal School was born in Avon, New York, in 1818. She early showed remarkable ability, and attained unusual proficiency in her studies as a student in a school at Lima, New York. She completed a more advanced course than was common for young ladies at that period. At the age of nineteen she was engaged to take charge of a Seminary for girls at Coburg, Canada. After a few years she returned to her native state to fill the position of Preceptress in a Seminary at White Plains. Later she was, for several years, at the head of the Female Department of the Wesleyan Seminary, at Lima, New York, where she had been educated. At that time this school was one of the largest and most important institutions for the advanced education of ladies in the country. In 1847, at the age of twenty-nine, she came to Michigan, teaching first at Albion, and soon after in the High School at Ypsilanti. At the opening of the Normal in 1853 she was appointed Preceptress and remained connected with the school two years. Resigning her place here in 1855, she went to Lansing, the then new Capital of the State, and spent the remaining years of a very active life in efforts to establish an institution of collegiate rank for women. At that period ladies were not admitted to the University, and no adequate provisions had been made for their higher education in any school or college in the State. She died suddenly in the midst of her labors in the year 1869. Her death and the opening of the University soon after to all the people of the State without

regard to sex, prevented the permanent establishment of the Institution for which she had labored with great zeal and untiring energy.

The last product of her pen was the address to her graduating class of 1869 in which she held up to the young ladies, just going out into the world, "The Perfect Woman" of Proverbs as a model upon which character should be fashioned. To those who knew her best she herself seemed a living example of this model with all its list of virtues.

A lady who knew Miss Rogers, and to whom I am largely indebted for the material of this sketch, writes: "There are those living today who will remember the kind and sympathetic interest with which she met their timid and self-distrusting beginnings, as scholars in the 'Old Seminary;' the tact and firmness with which she encouraged the eager learners and repressed any over-confident zeal; and, above all, the lofty standard of honor, and truth, and conscientious sincerity, which, in everything, was impressed upon all who were ever under her instruction. In every sense, her thorough education, her courtesy, her refinement, made their mark upon her pupils. She was a lady of 'the old school' and the ceremonious courtesies of old-time forms had their last exponent in her.

I well remember how, at the close of the session each day, in in the 'old Seminary', as the young ladies passed, in a long, decorous line from the school room, each one turned at the door and 'made a courtesy' which was so graciously and kindly returned by her stately figure standing at the desk. In all this there was no assumption of a personal sense, either in teacher or pupil. It was that reciprocal consideration which honors both the giver and the recipient.

The work of Miss Rogers, as first Preceptress of the Normal School, set the high standard which has always continued to mark this position. The exalted aims and large success which so many young women have shown, who have been trained here, had their beginnings in the foundation which she laid in the first years of the school.

In an account of her life given shortly after her death, these words were spoken of her: 'She was the acknowledged and leading champion of the higher education of women in Michigan. To her, more than to any other, or perhaps than to all other women of the State, is due the present elevation of sentiment in regard to the higher education of women, and her work shall follow her through all coming years.' "

Preceprtess Sarah Allen-Patton.

Sarah A. Allen, the second Preceptress of the Normal School, was born in the little village of Aspyville, Crawford county, Pa., on May 25, 1830. She says, "About four years later, three or four wagon loads of household goods with one woman, a couple of men, and half-a-dozen children, promiscuously scattered in and over these goods, were started for Ohio. This was the Allen family and their 'flittin.' Their destination was the little town of Magadone in Portage county. As I was not long in attaining school age, my education began here in the little log school house about a mile from our home. This building was of the most primitive type; desks, which consisted simply of a slanting board, were arranged along two sides of the room. The 'high benches' were arranged in front of the desks, and the 'low benches' immediately below the high ones. On one of these low benches I took my seat one beautiful June morning. In those days instruction held a place subordinate to discipline. Discipline was the end; instruction an incident, so it fell out that on this first day at school, I was transferred from my seat on the 'low benches' to one on the stove hearth, (a great box stove occupied the center of the room), because I laughed 'outloud' a little tiny laugh that 'laughed itself.' I can feel today the agony, for it was little less than agony, of the cruel humiliation which that experience cost me.

But I was diligently instructed according to the views of the times; and I can remember following with keenest interest the penknife of the 'school ma'am' as she dexterously skipped about among the letters of the alphabet; and the pride I felt as I began to read, was something delicious.

In the course of a few years the family made another removal, and this same thing occurred several times during my childhood and early youth; and I was occasionally put at a disadvantage in the matter of schools. Still I continued to climb the 'Hill of Knowledge' and when I had reached a height at which I could leave the 'three R's' behind me I had an occasional term in a select school, and once three successive terms in an 'Academy.'

In 1852 I entered Oberlin College and graduated from the Literary course, in 1854. Immediately after my graduation I was employed as a teacher in the high school at Canton, Ohio; but early in the spring of 1855 I went back to Oberlin to take the place of Assistant Principal of the Ladies' Department in the college.

The work of the College year of 1855–6 was only fairly commenced when one day a very solemn looking man called at the Lady Principal's office. This gentleman said he was in search of some one to take the place of Preceptress in the State Normal School at Ypsilanti, Michigan. It seemed to be the opinion of my friends that I could fill that place and as they thought it a very desirable one they urged my acceptance of it. I had taught quite a little in public schools and in private school, having entered the 'profession' at fifteen years of age; but I knew little about normal schools and nothing at all about the Normal School at Ypsilanti. Naturally I felt very great hesitancy about making the venture which my friends so warmly advised. I did however, settle the matter before Mr. Mayhew left, and a week or two later I was in my place in the Normal School.

I entered upon my work with a good deal of trembling, and the trembling never entirely ceased during my four years' stay. It was a very responsible position and I never for a moment got out from under the load. I tried to do good work in the class room and in this I was, perhaps, fairly successful, but my great anxiety was to do what one in my position ought to do for the young ladies, and be to them what one ought to be; and for all this I sorely felt my inadequacy.

My successors have all brought to their work riper experience and maturer judgment, and so I trust their work has been

better done and its fruits, in the growth of Christian and womanly character, have been richer. Sure I am that no one has put more heart into her work than did I.

My term of service in the Normal School ended in June, 1859. In August of the same year I was married to James Lawrence Patton, then a student in Oberlin Theological Seminary. In 1862 my husband graduated, and accepted a call to the Congregational Church at Clarksfield, Ohio. During the first year of our life there I taught the village school. This was the last of my teaching except as I have had now and then a private pupil; and it is a long time since any one has been put to such straits as to be compelled to apply to me for help in this way. My husband served as chaplain during the last year of the Civil War, and not long after his return, at the close of the war, he accepted a call to the Congregational Church in Greenville, Michigan. We removed to that place in January 1866, and there, after twenty-four years of faithful service he laid down his life April 19, 1890."

The above interesting sketch of her life and labors is copied from Mrs. Patton's own hand writing. She says, "It will soon be nine years since my husband left us." Four of these years, 1891–5, she spent with her two daugh ers in Oberlin. The elder of these graduated in 1895; the younger will graduate with the Conservatory class of 1899. Mrs. Patton returned to her home in Greenville in the spring of 1896, but is spending the present school year with her elder daughter who is Principal of the high school in Plano, Ill. She will go back to the old home in Greenville in June. She writes, "I have visited the Normal School but twice in all these years, my last visit having been made twelve years ago. Of course I should hardly recognize the buildings or anything about it, and I should find no one in the Faculty whom I have ever known unless Miss King may still be with you. She was one of 'my girls.'" It is to be hoped that Mrs. Patton will live long and enjoy much, in the home where her husband spent so many years as Pastor of the church, and where she herself labored so long and faithfully as his helper. Those who have known Mrs. Patton at the Normal School and also as the wife of a Pastor,

speak in the highest terms of the excellency of her character and the goodness of her heart.

Preceptress Mrs. Aldrich-Ripley.

Mrs. Ripley was a student in Oberlin College and graduated about 1858. After her graduation she was Assistant Principal in the Ladies' department for two years. At this time she married Mr. Aldrich, an educated gentleman and a physician practicing in Oberlin. Dr. Aldrich lived only two or three years after their marriage After the death of her husband, Mrs Aldrich, with her young daughter, lived for some time with relations in Penfield, Ohio.

Before coming to Ypsilanti she was, for a year or two, Chaplain in the Monticello Seminary at Godfrey, Ill. She became Preceptress of the Normal School in 1859 and continued in that position until 1867. While connected with the school she married Professor Ripley at that time a teacher in the institution. She left the Normal with her husband at the close of the year 1867, and went to teach with him in the normal school at Columbia, Missouri. After having taught there for a few years, she returned to live with her parents in Penfield, where she died not long after.

Preceptress Ruth Hoppin.

Miss Hoppin's father was a Massachusetts man from the Berkshire region. On his mother's side he was from the Curtis family, some of the members of the family having been very active in the affairs of the Revolutionary war. He was one of the early pioneers upon that section of Western New York which was known at the time as "The Holland Purchase." He served, for a time, in the war of 1812 14.

Miss Hoppin's mother was of Scotch and English descent She had played, as a child, at the feet of Bishop Asbury, the first of the Bishops of the Methodist Episcopal church in America. The Bishop was a frequent visitor at her father's house in Byram, N. Y. Miss Hoppin says "Some of the very best things which came into my early religious life, came from this source."

Preceptress Hoppin was born in Chantauqua County in New York in December, 1833; and with her father's family migrated to Michigan in 1837, when she was four years old, and settled in the southwestern part of the State, in or near the township of Prairie Ronde.

She writes thus of their location and of her life there. "We had Indians for neighbors; droves of deer were sometimes seen from our windows; a bear was occasionally tracked down and killed in the neighborhood. Once in a while packs of wolves made hideous music not far away from our home. We had all the rough experiences of pioneer life for several years Much of the time until fifteen years of age my only schooling was obtained by walking two miles and a quarter through the dust of summer, and the drifting snows of winter. The teaching in the country schools, then might not have been as scientific as now, but those schools had an element that the district school of today has nearly lost, namely, the stimulus, moral and intellectual, of all the best minds in the district." She says, "I look back to this portion of my life with pleasure, as one of real value in fitting me for my life work." From early childhood she was always playing teach school, and at a very early age, finally decided what her occupation should be.

At the age of fifteen she accompanied some relatives to New York, and for a year had much better educational advantages than at home. The next year, in company with a brother, she went to Oberlin; and during a period of several years she alternated between attending school and teaching school, until she finally graduated from the literary department of Oberlin in 1856. She learned that, in those days self-education required energy and a strong will. There were no good preparatory schools near her home, so that she was obliged to seek even the elements of an education at some institution as far away as Oberlin. During her last two years at Oberlin she was employed to teach classes in the preparatory department of the college. After graduating she taught two years in a Ladies' Seminary in Jonesville, Ill. At the close of these two years Miss Hoppin returned to Michigan, and become Preceptress in the High School at Three Rivers.

She served in this position five years, the first four with Professor Wm. H. Payne, who later had charge of several schools in Michigan, and, at the time of this writing is connected with the University of Tennessee.

She next served for three years in the High School at Ann Arbor, and resigned this position in 1867, to become Preceptress of the Normal School. This place she continued to fill until June 1881, when she resigned to accept the chair of Botany in Smith College, at Northampton, Massachusetts. Upon receiving her resignation the Board of Education took the following action:

Whereas Miss Ruth Hoppin, for the past 14 years Preceptress of the State Normal School, has tendered her resignation in order to accept a position in the Faculty of an Eastern College, therefore,

Resolved, that we, the members of the Board of Education, accept her resignation with unfeigned regret, that we are deeply sensible of the loss the Normal School is sustaining in thus releasing Miss Hoppin from so responsible a position,—a position to which she has brought accurate scholarship, rare tact and unusual executive ability; and in which, during this long service, she has merited the fullest confidence and esteem of this Board; and that we extend to Miss Hoppin our sincere wishes for her continued prosperity and happiness in her new field of labor."

As previously stated, Miss Hoppin's new field of labor was in Smith College, located in Northampton, Massachusetts, where she filled a Professorship with great credit to herself and advantage to the institution until compelled to resign her position on account of serious failure of health.

After a period of five years spent in rest, recreation, and travel, she went to Ann Arbor, entered the University, and received the degree of Master of Arts from the institution in June 1891. During the next year she taught in the University of North Dakota, but was obliged to leave her position there on account of impaired health. Since that time she has made her home at Three Rivers, spending her time and strength in teaching private pupils, and in leading work in women's clubs.

Miss Hoppin says: "I commenced my first term of teaching when only fifteen years of age and am still engaged in my much loved work so that my teaching covers a period of fifty years, but

not of continuous teaching, since some years of the fifty have been devoted to study, to rest, and to travel." Several summer vacations were given to the study of botany at Harvard, one in the scientific laboratory at Anisquam, and while in the South-west, during the years 1887-8, she was employed as collector for the Agassiz Museum of natural history at Cambridge, Massachusetts.

A bare sketch, like the one given above, shows very little of the real life and character of the person spoken of. Those who have known Miss Hoppin for a third of a century or more, could fill up the outlines, and present to us something of the real woman and real teacher and real friend as her most intimate associates have known her.

As a student in her own special department, both in her early life and in her advanced years, Miss Hoppin had few equals and no superiors. Having chosen teaching as her vocation she sought to magnify her office. She taught, not merely because it was her duty and her business to teach, but because it was a pleasure to teach, and especially a pleasure to watch the unfolding of the minds of her pupils. She taught not alone to develop the intellectual abilities, not alone that students might know, but that the moral and religious powers might be aroused and excited to activity. She believed in the development of the whole being; she believed in helping the pupil to look beyond and above the materialism with which we are all more or less surrounded; and in which the young especially are very likely to become involved. She sought earnestly to make her own life an example and pattern for the young men and women whom she taught. Some characteristics of Miss Hoppin could be known only to her most intimate associates. She was generous almost to a fault, helping those who needed help, and lifting up those who needed to be lifted up, giving strength and courage to those who had especial need of strength and courage. In her later years her sight has become impaired, so that she has labored under great disadvantages. But still she has retained her cheerfulness, and has worked on with her accustomed zeal and earnestness.

Preceptress Julia Anne King.

Miss King is of Puritan stock. Her parents, Mr. and Mrs. Hiram King, left their home in Vermont for the Territory of Michigan, and took up land in the township of Milan. Several children were born to them in their new home, one of whom was the subject of this brief sketch, who was born in Milan, Monroe county. At six years of age she began her school days in a log house in the district where the family resided.

When thirteen years old, her father died; soon after she entered the Adrian Public School, where for the next three years she studied Latin and the higher English branches. She left this High School, and then entered the Michigan State Normal, and found her ideal school, with a Principal, Professor A. S. Welch, at its head, whom she feared, but regarded as a man among men. The Preceptress, at that time, was Miss Sarah Allen, a lady whom Miss King held in the highest estimation, and whose influence over her pupils was of the best possible kind. In 1858 she graduated from the Normal School; but graduation from this institution did not put an end to her work as a student. She studied French and German, and other branches in vacations, and at other times while she was engaged in teaching. This habit of studying has kept up during her whole life. Teaching and studying have gone on together in whatever position she has been placed.

Miss King began in St. Clair her lifework of teaching which has been continued without interruption to the present time. Her first experience was gained in a mixed school in St Clair where she taught one year, after which she assisted Hon. J. M. Gregory, the State Superintendent of Public Instruction, to organize a regular graded school, the high school department of which she took in charge. On leaving the position in St. Clair she returned for a year of post-graduate work in her *Alma Mater*. During the whole of this year she taught one or two Normal classes.

The next position which she filled was that of Principal of the Lansing High School. This place involved the management of all the public schools of the city, and afforded an

opportunity for the exertion of a strong moral influence over the whole body of pupils. This influence Miss King exercised in such a way as to make her work highly satisfactory to all concerned.

At the end of the year, she accepted the offer of the position of Lady Principal, or Principal of the Ladies' Department, of Kalamazoo College. At that time Hon. J. M. Gregory was President of the college, having declined the nomination to the State Superintendency to accept this position. Miss King taught for three years in the college, filling the Principalship with much acceptance to those who had the opportunity of enjoying her teaching and her other college work. At the close of her labors in Kalamazoo she spent a summer vacation among the Green Mountains, and returned to enter the public schools in Flint. She here took charge of the girls' hall, and taught modern languages, history, and literature for nine years. A large number of the girls whom she instructed in those years have since filled most important positions in Michigan and elsewhere, passing on the ideas and influence which they received from the woman whom they took as their ideal. During all those years, in addition to her labors in the public schools, she was active in all kinds of religious and church work, in the prayer-meeting as well as the social; in the Sunday school, now as teacher, and now as superintendent.

Her next field of labor was Charlotte. After being Principal in that place for one year she was promoted to the Superintendency, which she filled for five years with marked success, proving her ability to manage satisfactorily a system of graded schools.

At this time the position of Preceptress in the Normal School was made vacant by the resignation of Miss Hoppin to accept the chair of Botany in Smith College. The Board of Education unanimously gave the highest honor it had to confer, at that time, upon Miss King by electing her Preceptress of the institution. She came to this position thoroughly prepared in scholarship, in experience, and in reputation.

Having a love for the department of history, she soon made

that department her specialty, and from that time to the present has continued to enlarge the boundaries of her work, and to make her methods of teaching history worthy of imitation not only in the Normal School, but in the high schools and other first-class schools in the State.

The department of history now affords opportunity for obtaining broad culture, for acquiring exact scholarship, and for the most thorough preparation for the profession of teaching.

In the Faculty, in the Council, and in the deliberation of committees, Miss King has sustained a position equal to that of any other professor in the school. Her executive work has always been done in an able manner, and she has always been found a reliable coadjutor in all cases of discipline which have come under her jurisdiction.

A most important feature of her work in the school has been the "Conversations," so-called, which she has held with the ladies on Friday afternoons. In these she has attempted to sup ply a want which all connected with the institution have felt. She has sought to furnish the girls with an ideal after which they can model their lives and their work. With this constantly in view, the most practical questions are discussed,—such as dress, manners, morals, etiquette, religion, and the Bible. Not a few of the most succeessful teachers in Michigan have acknowledged the help derived from these conversations. Miss King has never ceased to be a thorough and hard-working student, and has constantly kept herself in touch with the modern trend of thought. To do this has required much of self-determination, and not a little of mental acumen and energy.

In addition to the ordinary duties and labor of a teacher in the class room, special duties always devolve upon one charged with the care, to a greater or less extent, of a large number of young ladies in a mixed school. In addition to cares of this kind, and to the labors which they bring, the Preceptress always finds herself loaded with a weight of social and domestic duties which the good of students requires should be discharged in the best possible manner.

These things, added to the many duties of a more strictly

professional and executive character connected with so large an institution, have left no time for anything but earnest, faithful, loving work; work often done in weariness and amid discouragements, but always in the hope of helping, elevating, and blessing the rising generation of our State. Miss King has remembered, as some teachers have not always remembered, that something is needed in dealing with students besides mere mental acumen and intellectual vigor. The human soul knows, and rejoices to know, but it does more than merely to know. The teacher should be able to lead the student beyond knowing alone; there is need of feeling as well as knowing.

Of this truth Miss King is fully aware; she leads those whom she instructs in the paths of uprightness and righteousness, and keeps constantly in mind that to lift up the soul above that which is merely temporal, is of more value than to gain an abundance of the things which perish with the using.

Professor Albert Miller.

Professor Albert Miller was born October 24, 1821, at at Geschwande, province of Thuringia, Germany. He received a thorough classical education at the gymnasium of Sondershausen, and at the University of Jena, where he was a member of the Thuringian corps. He came to Detroit first in 1847, and resided there till 1854. During this period he organized and conducted the Detroit Lyric Society, the first successful musical organization of the city. From 1854 to 1866 he was Professor of music for a time, and afterwards of German, in the Normal School. After leaving the Normal he resided for a short season in Saginaw, and afterwards in the State of Virginia; and returned to Detroit in 1871, where he lived until his death which occurred on March 20, 1896.

After his return to Detroit in 1871 he devoted himself to teaching both vocal and instrumental music for ten years. He was successively organist at St. John's church and the Scotch Presbyterian church, and also leader of the Detroit Chorus Union. In 1882 he was appointed instructor in German in the Detroit High School and served continuously in that capacity during the remainder of his life.

Until the last three years of his labors the entire German work of the school was in his hands, and a large proportion of the graduates of the institution were under his instruction. One who knew him well says: "his gentle refinement of nature, and his love for all that was best in the literature of his native land, have deeply influenced the character of many of the youth of Detroit." As had been the wish of his life "he died in the harness."

Professor Frederic H. Pease.

(AUSTIN GEORGE.)

Mr. Pease is a native of Farmington, Ohio. His parents were Peter P. Pease and Ruth Crocker Pease who were among the founders of Oberlin College.

Young Pease attended the college for some time, but did not graduate there. At the age of eighteen he left Oberlin and traveled with Professor E. M. Foote, holding musical conventions until 1859, when he settled in Ypsilanti as teacher of the piano. In December, 1863, he was appointed Professor of Music in the Normal School, which position he has held with marked success, until the present time.

For the purpose of preparing himself more thoroughly for his work, he spent the year 1863 in Boston under the instruction of the best teachers that city afforded. A few years later, "under leave of absence," he went abroad to study with the masters of Germany and Italy, and to make himself acquainted with the European schools of music, and their methods of teaching. He visited the schools of Germany, Switzerland, Italy and England, and gathered up in each place whatsoever he thought would be of advantage to him in his own work. He has since visited Europe several times. The labors of Professor Pease have not been confined to Ypsilanti or the Normal School. He taught voice culture and singing in the Detroit Conservatory of Music for nine years, and conducted the musical department in the Bay View Assembly for three years. He has done the same sort of work at several other places. He has made the pipe organ a specialty and has conducted the music in different churches for several years.

The Ypsilanti "Musical Union" was organized in 1870 with Mr. Pease as conductor. He continued in the position for fifteen years. His work in the Normal Conservatory is treated in another place. Prof. Pease has been twice married, first to Miss Josephine A. Dolson, and, several years after her death, to Miss Abby Jean Hunter. He has always been a prominent figure in the social life of Ypsilanti, and has aided, by his musical ability and experience, in every good work in the city.

Professor John Goodison.

(AUSTIN GEORGE.)

Professor John Goodison was born in Sheffield, England, October 25, 1834, and died in Ypsilanti, October 19, 1892. His parents moved to London in 1838, and resided there until their removal to this country. Mr. Goodison's education was both extended and varied; in science, literature, and art, time was taken for growth and development. When very young he was sent to a boarding school at Bauberry, Essex, and afterwards attended Markham Hall, Edmonton, the place made famous as the home of Charles Lamb. Later he attended the Philological School in London, Doctor Abbott head master. At this time he was thirteen years old.

He was always very fond of books, and it was his habit to haunt the old book-stalls of London, until he knew the backs of the books by heart. His art instruction began at a very tender age under his father, and was continued at various schools from time to time. When quite a small boy he accompanied his father on a sketching tour through Scotland, and at the age of sixteen assisted him as decorator on the interior of the British Museum. About this time he had a great fondness for chemistry, and spent much of his spare time in a laboratory which he had fitted up for himself.

His parents came to this country in 1851, but John remained behind and came over in the fall of 1852. He was a student in the Normal School for four years, and graduated in March, 1860, having taught geography and drawing during his senior year. He was employed as a regular teacher for the next year. In

August, 1861, he was married to Miss Harriet H. Hawkins, and removed to Eaton Rapids, where he was Principal of the public schools for one year. At the close of this year he returned to the normal, at the earnest solicitation of Principal Welch, and took charge of the subjects of geography and drawing, at the same time doing some work in teaching classes in Latin and Greek. Later his work was confined entirely to geography and drawing. In 1869 he was employed by D. Appleton & Co. as their agent in Michigan for the introduction of their books into the public schools. He held this position until 1883, when he became manager of the educational department of the publishing house of Thorndyke Nourse & Co., of Detroit. In 1885 he was reappointed to his old department in the Normal School which he filled with distinguished success till his death.

In June, 1891, he received from the State Board of Education the honorary degree of Master of Pedagogics, and on the same day learned that he had been made a member of the Herbart Vercin, a German society of scientific Pedagogy. For the last three years of his life he was a member of the National Geographical Society whose headquarters are at Washington, D. C.

It was a great good fortune to know Professor Goodison for a full third of a century. The specific qualities that most strongly impressed me as characteristics of him were his high moral and intellectual integrity; and, next to these, there stand out clearly before me the great virtues of industry, perseverance and patience. While he was a thorough student, he was always extremely modest in putting forward his views; and in differing with others was backward almost to diffidence. His industry was limited only by the time at command and his powers of endurance. Patience he possessed to a remarkable degree. In his work as a teacher his patience was well nigh boundless. Let him once feel that a student was making an effort to advance, and progress might be never so little or never so slow, he had for such student only words of cheer and encouragement.

During all the years of our acquaintance and intimacy no harsh or unkind word or act occurred to mar our friendship or disturb our pleasant relations, and so I thankfully avail myself of the

opportunity that is given me to testify to his manly worth, and to add my tribute of affectionate regard.

Mrs Mary Rice Fairbanks.

Mrs. Fairbanks' father was a direct descendant of Theophilus Eaton, the first governor of the New Haven colony. This accounts for the Puritanism in her make up. Her mother was a decendant of a New Jersey family, the Bonds, who were patriots every one, and well known throughout the state.

Her parents were pioneers, coming into Michigan while it was yet a Territory. She says of herself that "she was, in a sense, a child of nature, of the forest."

The education received in her childhood was somewhat desultory. A sister, who was a thorough scholar for her age, and whose forte was mathematics, taught her younger brother and sister the mysteries of Colburn's arithmetics, both mental and written, algebra, and the elements of Latin; and through the use of a neighbor's well selected library she and the other children became quite at home in the English classics.

Later on, Mrs. Fairbanks visited friends in Erie, Pa., and while there drifted into a schoolroom. The school building was a simple country school house standing at the foot of a steep hill which was crowned by a snug farm house. Its surroundings were idylic; in front a mountain stream hurried over bright pebbles, its banks being flower-fringed and overhung with great forest trees. Here she commenced her work of teaching. Of this she says: "I scarcely remember what I taught them, but we formed a close friendship, and understood the joy of living. There was but one turbulent boy in school, and he was converted to a new life when I proved to him that he was indispensible to my happiness in supplying us with wood and water. Then I learned to select the worst or most unfortunate pupil as a helper always."

Finding that she loved the teacher's work she went up to the academy at Kingsville, Ohio, to improve her qualifications. Here she met an ideal teacher, a born teacher, one Professor Graves. Leaving Kingsville she returned to Michigan which has ever since been her home. She spent several years teaching

in the schools of Saginaw. She was made Principal of the first graded school organized there, a school of four departments. Her work in Saginaw was delightful, and she remembers with great pleasure many of the teachers and others with whom she then associated.

After teaching several years in Saginaw she went to the Normal School at Ypsilanti and graduated in 1860, just at the outbreak of the Civil War. Subsequently she became a teacher in the school through the influence of Principal A. S. Welch, who had been a firm friend through her student life. She says:

"I can never forget the bright morning in October, when as teacher elect, I ascended normal hill. I had been slightly tremulous lest I should fail to meet the expectation of the Principal. I never thought of the Board, believing that the concensus of opinion of the pupils of the school must be the teacher's crown of glory," Her reminiscences of teaching in the Normal are of the most satisfactory and delightful character. She was always able to secure the most hearty co-operation of the students in her classes. Her subjects, language, and literature, interested and charmed her, and gave life and beauty to her work. She remembers with the greatest pleasure the noble men and women who were teachers with her in the school, but especially she remembers with gratitude and affection the Principals under whom she labored, Professors Welch, Mayhew, and Estabrook.

After teaching fourteen years in the normal, Mrs. Fairbanks left the profession which she had honored and loved. She went abroad for one season with a party conducted by Professor Lodeman, and was both delighted and profitted by her visit to England, Switzerland, Italy, and some other countries. Afterwards she entered into the marriage relation with a most excellent man, Dr. Fairbanks, and became a home-keeper in the best sense of the word. Though called to mourn for the loss of the loved she still retains her old fondness for the good and beautiful in life. As she herself says: "She seems endowed with a natural happiness, something quite independent of fortune; a singing in the heart in all sorts of weather; and even when weeping by the

open grave of loved ones, feeling in the soul 'blessed intimations of immortality.' '' Mrs. Fairbanks' home is in the beautiful city of Flint.

Professor Lewis Mc Louth.

Professor McLouth graduated from the University in 1858, and for ten years taught in the schools of Lapeer, Ontonagon, Owosso, Monroe, and Battle Creek. He was appointed Professor in the Normal School in 1869, where he remained for sixteen years, most of the time in charge of the department of physics and chemistry, and was always influential in directing the affairs and determining the policy of the institution.

He left the Normal School in 1885 to take the professorship of mechanics and astronomy in the Michigan Agricultural College. He was President of the State Teachers' Association for 1886. In 1887, he accepted the Presidency of the South Dakota Agricultural College. He held this position for nearly ten years, when he removed to New York City and in 1898 became connected with the Cosmopolitan University, a great correspondence school of over twenty thousand pupils.

Professor J. P. Vroman.

Professor Vroman for a short time had charge of the grammar department of what was known as the academic school, and was then appointed to the headship of the department of Ancient Languages. This position he filled for nearly fifteen years, when in 1887 he resigned to engage in other employments. Subsequently he studied law, and is now practicing his profession successfully in the city of Detroit.

Anna M. Cutcheon.

Miss Cutcheon came from a family of teachers, and has devoted her life to the work of teaching. She taught eight years in Tennessee and Illinois, and entered the Faculty of the Normal School in January, 1872, taking charge of the work in literature. After nearly eight years' service here, she taught four years in the Minnesota Normal School at Mankato; she then became Senior Principal of the Detroit Seminary, which position she



August Lodeman.

filled for thirteen years. Miss Cutcheon is now an honored resident of Ypsilanti, prominent in social and literary circles.

Professor August Lodeman.

Professor Lodeman is a native of Germany and came to this country in 1867, at the age of twenty-five. After a short stay in the East he was induced by friends to come to Michigan and, early in 1868, settled at Kalamazoo, where he took out his first naturalization papers, being subsequenty admitted to citizenship. He had received his education in the secondary and higher institutions of his native country and, besides, pursued the study of languages in France and Switzerland. In accordance with his training and tastes he soon began to give instruction in the ancient and modern languages and in mathematics and, in 1869, accepted a position in the Grand Rapids high school as teacher of German and French. During one year he also had charge of the classes in Greek. Three years later, in the summer of 1872, he was appointed to his present position in the State Normal School and has continued in the same ever since. While being confined, as far as teaching is concerned, to the German and French languages, Prof. Lodeman began early to interest himself in educational questions of a more general nature. By meeting with the teachers of the State at their annual gatherings, and by other means, he soon made himself familiar with the practical side of school affairs, while at the same time following, in the educational literature, the various movements and ideas that have engaged the teachers of the United States during the last quarter of a century. Aside from this, impelled by the natural desire to keep abreast of the times in his own department, Prof. Lodeman has at frequent intervals spent his vacations in France and Germany and, with the additional aid of foreign publications, followed the course of educational aud literary events in those countries. The revival of, and the important changes in, the methods of teaching the modern languages have been carefully watched by him, and, occasionally, he has himself made contributions in this line to various journals and at the meetings of associations.

As a teacher Prof. Lodeman stands in the front rank of the

profession, being fully master of the subjects which he teaches, and of the best methods of teaching them. As an associate and companion he has few equals.

Professor Austin George.

Mr. George is a Michigan man. He was born June 15th, 1841, at Litchfield, Hillsdale county. He came from New England stock, his father being a native of Massachusetts and his mother of New Hampshire. At the age of twelve years he lost his right arm in the machinery of a flouring mill at Jonesville.

His educational advantages were good and were well improved. He attended the Union School at Jonesville while it was still under the charge of Professors Welch and Sill. In 1858 he graduated from the Detroit Commercial College. He kept books for a time in a general store, taught a five months' term in a district school, and then became a student in the State Normal School. In the summer of 1863 Mr. George was largely instrumental in raising the Normal Co. "E" of the 17th Michigan Infantry, with which he went to the front as company clerk. After the battles of South Mountain and Antietam he held the positions of Regimental postmaster and clerk at Brigade and Division headquarters. He returned to the normal and graduated in March, 1863, and at once became Principal of the Kalamazoo High School. Feeling the need of higher education, he resigned his position at the close of the school year of 1864, and took a year's work in history and law at the University, and then entered Kalamazoo College, graduating from the classical course in 1866. He received the degree of A. M. in 1869; and the degree of Master of Pedagogics was conferred upon him in 1892 by the State Board of Education, on recommendation of the Normal Council. After completing his college course he engaged for a time in the business of life insurance.

In 1872 he accepted the chair of Rhetoric and Literature in Kalamazoo College. In July 1873 he became Superintendent of the Kalamazoo Public Schools, which position he held until the fall of 1879, when he was appointed Professor of Rhetoric and

Literature in the State Normal School. While in charge of the Kalamazoo schools he established a Teachers' Training School and designed and opened a departmental school for the upper primary and grammar grades.

In 1882, Professor George was placed in charge of the Normal Practice School; the position was raised to the rank of a department, and he was made Director, with the same privileges in regard to assistants as were accorded to other heads of departments. His work in this department was characterized by his accustomed energy and good judgment. At his request the name "Practice School" was changed to "Training School." He prepared a broad plan of organization which included in its scope a Kindergarten in charge a professional Kindergartner and a fully equipped primary and grammar school of eight grades with a critic teacher for each grade. As the department had but two teachers when Professor George took charge, it required considerable time, under the limitations then existing, to put in full operation so comprehensive a plan. The Kindergarten was opened in 1888, the Model First Primary in 1889, and the full complement of nine critic teachers was reached in 1892. The work of pupil-teaching was divided into observation and practice, and thoroughly systematized; and regular meetings of pupil-teachers were held three times a week for criticism, conference, and general instruction.

Besides attending to the work of his department, Mr. George was always active in every enterprise looking to the good of the school. In 1881 he proposed and started The Normal News, a journal designed to be the organ of the students and alumni. The Faculty, having once had financial experience with a school paper, declined to allow The News to proceed unless Mr. George would assume its financial management. He accepted the responsibility and managed the business until Feb. 1898, when he turned the paper over to the Faculty, with a cash balance of over $700. For this extraordinary result in school journalism, he was voted the thanks of the Normal Council. In connection with The Normal News, Mr. George, in 1889

secured the establishment of the Oratorical Contest, which has since been an annual event in the life of the school.

In the winter of 1892-93, Mr. George brought before the Council the question of asking the Legislature for an appropriation to erect a suitable building for a gymnasium. The project was considered impracticable, but on his urgent request was adopted, and a committee consising of Professors Sill, Barbour, and George was appointed to take charge of the matter and present it to the Legislature. Professor George acted as chairman of the committee. A memorial to the Legislature was prepared, and after several visits to Lansing, and meetings with committees of the two Houses by Professors George and Barbour and President Powers of the State Board of Education, a bill appropriating $20,000 for a gymnasium passed both Houses and received the approval of Governor Rich. During the vacation following, Professor George raised by subscription the sum of $1,700 to secure the purchase of the ground on which the gymnasium now stands; and on the dedication of the building, May 18, 1894, he delivered the address in behalf of the Faculty.

Mr. George was one of the principal movers in the establishment of the Normal Lecture and Music Course in 1884, and continued an active member of the committee for the period of eleven years, during which time a surplus of over $2,600 was accumulated.

His large acquaintance in the State and the fact that he followed the policy of giving no general letters of recommendation, but of writing instead only special letters pertaining to the candidate and the position, made the services of Mr. George highly valuable in securing situations for teachers, as many normal graduates can attest.

Professor George was President of the State Teachers' Association for 1881.

Throughout his whole career as a teacher, Mr. George has exemplified his conviction that the teacher should first of all be a citizen and perform the duties of citizenship. He has accordingly been outspoken in politics, attended the ward primaries, and taken an active part in the social and business affairs of the

community. He was Alderman from his ward for two years and member of the board of public works for four years. During his term as Alderman he was especially active in the development and building of the city water-works, being chairman of the special committee having the matter in charge and also chairman of the committee on ways and means; and while he was a member of the board of public works, the sewer system of the city was devised and the principal sewers constructed.

Mr. George left the normal in 1896 and accepted the Superintendency of the Ypsilanti Public Schools, which position he holds to the general acceptance of the community. During his administration the schools have prospered in all departments, and the high school has increased fifty per cent.

Professor Lucy A. Osband.

(BY A FRIEND.)

Mrs. Lucy Aldrich Osband was born in Arcadia, N. Y., October 27, 1835. Because of frail health her early school opportunities were limited, but this was more than compensated by careful home-training, her parents having been teachers. At sixteen, she entered the Newark Union School, prepared for college, and at nineteen began teaching. She was for two years Preceptress in Walwarth, N. Y., Academy, and three years Principal of Sylvan Villa Seminary, near Stannardsville, Va. Returning north, she entered Genesee College, graduating in 1861 with the degree of A. B. In 1864, she received the degree of A. M., *in curso*, from her *Alma Mater*, and some years later, from Syracuse University.

In August, 1861, she was married to William M. Osband, and with him taught three years in the Wesleyan Seminary, at Gouverneur, N. Y.; one year in Belleville, Ont., College; three years in the High School at Northville, Mich.; one year at Olivet College and six years in Albion College. Then Mr. Osband retired from teaching and they made their home in Ypsilanti.

In 1882, Mrs. Osband entered the normal Faculty, taking the classes in natural science which had been previously distributed among the other departments. In 1884, the Natural

Science department was formally established and placed under her charge. With the co-operation of Principal Edwin Willits, plans were adopted to provide the new department with apparatus, collections and other means of illustrations. When Mr. Willits left the school, these plans had to be dropped, but the purpose was kept in view. Gradually, by solicitation of gifts from friends, by students' collecting and by purchase, collections were built up in Geology and Zoology, which for teaching purposes, illustrated fairly the outlines of those subjects, the osteological collection, enlarged by the work of students in the department, becoming one of the best in the State.

In 1893, when Mr. C. D. McLouth, the efficient assistant in the department, resigned, the department was divided. Mrs. Osband becoming Professor of Botany and Physiology. In the two years preceding her retirement from teaching in 1895, the work in these subjects was extended to meet the growing needs of the school, and the herbarium begun by Miss Hoppin, was classified and enlarged by the addition of several thousand specimens.

This equipment of the department, while requiring much time and labor, was in addition to Mrs. Osband's real work, which was in the class room. There she aimed not only to arouse enthusiasm and furnish a solid foundation for special work in Science, but to awaken in those whose work lay in other lines, a love of nature so genuine and so comprehensive as to broaden the intellectual horizon and to enrich the entire after life.

The personal element in Mrs. Osband's work was strong. She was the sympathetic friend as well as the courteous and considerate teacher. Her influence in shaping the lives of young people who came in touch with her has always been marked, and hundreds of her pupils acknowledge that they owe to her an inspiration to higher living, to earnest and broadening study and to helpfulness, which has borne fruit many fold.

Professor Edwin A. Strong.

In preparing this sketch we avail ourselves of material placed by Professor Strong in the hands of a friend for use on a similar occasion.



Edwin Atson Strong.

He says: "I was born in Otisco, Onondaga Co., N. Y., January 3, 1834. During boyhood I worked on a farm in summer and attended a district school, nearly two miles distant, during the winter, making extended visits also, one of a year in length, to my grandparents in Southampton, Mass. The people of Otisco were almost exclusively of New England origin and were filled with the old puritan zeal for religion, education and high politics. R turned missionaries and long haired reformers abounded and always secured a respectful hearing. My father was an old-line abolitionist and I often accompanied him to the numerous conventions of that party, so that the faces and earnest eloquence of Parker, Phillips, Douglass, Garrison, George Thompson, and others, early became familiar to me. I was present as a distant spectator at the rescue of Jerry, the fugitive slave, and was familiar with the operations of the Underground Railroad.

Between the years 1849 and 1855 I carried forward in a desultory way preparation for college at Cortland Academy, the main influences while here being the excellent lecture courses, constant familiarity with the works then appearing of Emerson, Carlyle, Ruskin and Browning, and association with two members of the faculty, Mr. Sanford, afterward Professor of Latin in Syracuse University, and Mr. C. D. Lawrence, author of a once popular course of mathematics. By Mr. Lawrence I was introduced to the French mathematical writers and to Descriptive and Analytical Geometry, the Calculus and advanced Physics. Our text-book in the last subject was the first two-volume edition of Young's Natural Philosophy, now so rare, a book which produced a profound impression upon me and to some extent fixed my life work. I never knew a better teacher than Mr. Lawrence.

During this course of preparation I taught a district school one winter, a private school one winter, and gave one year to the duties of instructor in Onondaga Valley Academy, teaching Cicero, Vergil, Trigonometry, Conics, and the Calculus. This work had been brought up to a high degree of excellence by J. D. Runkle, afterwards of the Mass. Institute of Technology, an account of whose zeal and knowledge were a great inspiration to me. Rev. Samuel T. May, a man of national reputation, was

President of the Board of Trustees and influenced me greatly in many ways.

I attended Union College between the years 1855 and 1858, taking the A. B. degree the latter year and A. M. in 1862. I was drawn to Union College by the fame of Dr. Nott, the venerable President and Dr. Hickok, the psychologist, but my favorite professors were Dr. Taylor Lewis, the famous Greek and Oriental scholar, and Prof. Gillespie, in mathematics and engineering, both inspiring men and masters of an unusually pure and strong English."

Professor Strong left college for Grand Rapids, Mich., where he was Principal of the High school from 1858 to 1862; Superintendent from 1862 to 1871; and again Principal of the High School from 1873 to 1885. The break from 1871 to 1873 was occasioned by his taking up the work of the science department at the State Normal School, Oswego, N. Y. While in Grand Rapids his work outside of school was mainly on behalf of the Kent Scientific Institute, of whose collection he was for many years curator, and in connection with the Sanitary Science Association of that city.

Prof. Strong commenced his work in the Normal School in the autumn of 1885, and since that time has had charge of the department of physics and chemistry, which under his direction has attained a high degree of excellence.

He was married August 8, 1861, to Harriet Jane Pomeroy, of Auburn, N. Y., who died December 19, 1888.

He has held no official position except as member of the State Board of Health for a brief term by appointment of Gov. Croswell.

Prof. Strong is a man of rare poetic genius, a humanitarian in the highest and best sense of the term, although his department of work is in the realm of science. He is a charming companion in the social circle, and the impress which he leaves upon his associates is always calculated to raise them up to a higher and purer life. The students who have received the instruction given in his classes go out into the world better men and women, and with a profound conviction of the inestimable worth of a true

and exalted moral and religious life, such as they have seen exemplified in the "daily walk and conversation" of Professor Strong. Any institution of learning is fortunate in having in its band of teachers men of his character and manner of living.

Prof. F. A. Barbour.

Professor Florus A. Barbour was born at Flint, Michigan, in 1856. In his early infancy his parents moved to Pontiac, Oakland County, and the latter place was the home of his boyhood and youth until he entered Michigan University in the fall of 1873. From this time on he paid his own way, graduating from the University in the Classical course in 1878. He specialized upon Latin and Greek with a view to studying theology, and at the same time took all the University offered in the English Language and Literature. For some years he read along the lines of theology and philosophy, and in his early youth was granted a permit to preach by the Congregational Society. Several vacations were afterward spent in occupying vacant pulpits.

Teaching was at first taken up, as in the case of many young men, merely as a stepping stone to a course in theology. Steadily, however, the importance of public school work and the largeness of opportunity for service in the profession of teaching grew upon his mind, until, finally, as a teacher of literature he felt that a congenial and useful life work was before him. He yields to know one, therefore, in his loyalty to the Normal College, and in his enthusiastic encouragement of young people to enter upon the profession of teaching.

Immediately upon graduating from the University, Professor Barbour went to Coldwater, Branch county, Mich., as Principal of the high school, teaching Latin, Greek, and Mathematics. He was employed here for two years, and then accepted the Principalship of the Central Grammar School at Grand Rapids, his work including both grammar and high school studies. Remaining here but one year, he was called back to Coldwater as Superintendent of Schools, a position which he resigned in

1885 to accept an appointment to the chair of English language and literature in the State Normal School. He felt that his varied experience in public school work would make him an intelligent member of a Normal School Faculty, and that his specialization upon the Ancient Classics had laid broad the foundation for a sound and scholarly study of English Literture.

The work of the department has grown quietly and steadily upon his hands. Enthusiastically devoted to the field of literature, he nevertheless has a hearty interest in the growth of other departments and in the general welfare of the college.

Professor Barbour is a man of sterling integrity; he believes in the value and importance of moral and religious character in teachers, and that the teacher's character and life should afford an example worthy of imitation by all who come under his influence either as a man or an instructor. No amount of learning or knowledge, in his opinion, can atone for the lack of sound moral principles or for lack of uprightness of life.

Professor Benjamin L. D'Ooge.

Professor D'Ooge was born at Grand Rapids in 1860, His parents were descendants of the French Huguenots. The family went to Holland in 1598, and Professor D'Ooge's parents came to America in the forties of the present century. After a short residence in the East they came to Michigan, and settled in Grand Rapids.

His education began in the public schools of that city, and when but seventeen years of age he graduated from the high school in the Ancient Classical course. Professor E. A. Strong was then Principal of the high school. Mr. D'Ooge entered the freshman class of the University of Michigan at the opening of the next school year. During the first half of the sophomore year, lack of funds compelled him to leave college for a time to acquire the means necessary to enable him to continue his studies. He returned to the University in February, 1879, and by dint of continued perseverence he succeeded in making up the term's work which he had lost. He supported himself to a

considerable extent, during the rest of his course, by giving private lessons in Greek and Latin. He graduated, in the class of '81, at the age of 21, with the degree of B. A., but he had done almost work enough in excess of what was required for that degree, to obtain the degree of M. A.

During his college course he specialized in both ancient and modern languages and the natural sciences. He early recognized the necessity of concentrating his energies upon some one line of work if he hoped to attain eminence in his chosen profession of teaching; he hesitated for some time between the languages and natural sciences. Finally his tastes led him to adopt that line of work for which his present position shows his peculiar fitness.

After leaving the University he became Principal of the Coldwater High School Here he taught Latin, Greek and Physics, but his interest centered more and more in language, especially in Greek. In working for the degree of M. A. he made Greek his major study. He continued his efforts for the degree during his three years at Coldwater, and at the end of that time, he passed a successful examination, and was appointed instructor in Latin in the University. He held this position two years, devoting his leisure time to the study of Sanskrit and Comparative Philology.

Professor D'Ooge came to the Normal at the opening of the school year 1887-8, and has since held the chair of Ancient Languages. His work in that department has been thorough, and has greatly increased the number of students in his classes. As an instructor he has a peculiar faculty for obtaining the maximum of effort from the pupils with a minimum of friction. Bringing to his classes a large amount of positive knowledge, through which a vein of genial humor constantly gleams, he seeks to build up that very necessary part of an education, the power of acquiring definite knowledge rather than vague conceptions of misty generalizations.

In his religious views Professor D'Ooge is liberal, but at the same time he is a firm believer in the importance and value of the fundamental doctrines of Christianity. He is an earnest and

faithful worker in the Congregational church of which he is a member. He has been a frequent contributor to educational magazines and papers, and has published several books which are noticed elsewhere. In 1891 he was appointed by the Regents of the University to give a course of lectures upon the Italic Dialects, a subject to which he has given a good deal of careful study.

Professor D'Ooge has a great reverence for culture, and a keen enjoyment of the results of genuine study.

Doctor David Eugene Smith.

Professor Smith was born at Cortland, N. Y., January 21, 1860. His preparatory education was pursued in the State Normal School in that place, but he enjoyed unusual advantages in training in science through the instruction of his mother who had made that branch of knowledge a specialty. He prepared for a classical course at Harvard, but just as he was ready for college it became necessary for him to remain nearer home and he entered Syracuse. He here came under the influence of Dr. Bennett in history, Dr. French in mathematics, and Dr. Comfort in modern languages, and these three men had most to do with his subsequent work. He soon dropped his Greek and devoted himself to acquiring a practical reading knowledge of French, German, Italian and Spanish, added to which he took courses in Hebrew and Anglo-Saxon. The French, German and Italian he put to full use in his history of mathematics, and he has, in later years, published numerous translations from these languages.

Upon the completion of his undergraduate work he entered the law office of his father, Judge P. Smith, and was in due time admitted to the bar. But even during this period he carried on graduate work under his three favorite teachers, going to the university twice a week for personal conferences. In this way he secured his master's and doctor's degrees.

Having at one time, as an accommodation, assisted for a few weeks in the department of mathematics at the Cortland

Normal School, he was asked, when the chair became vacant in 1884, to take the place. This he did, and remained in that position for seven years. At the end of that time, having been granted a leave of absence for study at Göttingen, he was preparing to leave, when he was asked by the State Board of Education to take the chair of mathematics at Ypsilanti. This he decided to do, and he filled this position for seven years.

During his term at Ypsilanti he wrote and published, in collaboration with Professor Beman of the University of Michigan, a Plane and Solid Geometry (1895), a Geometry Tablet (1896), a translation of Klein's Vorträge über ausgewahlten Fragen der Elementar-Geometrie (1897), a Higher Arithmetic (1897), together with various keys and answer books. He also, during this period, published a History of Modern Mathematics, in Merriman and Woodward's Higher Mathematics (1896), and numerous articles in the Educational Review, School Review, Bulletin of the American Mathematical Society, Hoffman's Zeitschrift, L'Intermediaire des Mathematiciens, and other periodicals of prominence.

After seven years of service at Ypsilanti he was asked to take the principalship of the State Normal School at Brockport, N. Y., and he accepted, severing his connection with the college in June, 1898.

Since taking up his work at Brockport he has, in collaboration with Professor Beman, published a New Plane and Solid Geometry (1899) and a translation of Fink's Geschichte der Elementar-Mathematik (1899). A text-book in Algebra is also ready for the press and will appear in 1900. Dr. Smith has also in preparation a work on the Teaching of Elementary Mathematics, which will appear in 1900. During the year a number of reviews from his pen have appeared in various periodicals.

For a long time Dr. Smith has made it a practice to go abroad every other year in time to visit the schools before they close. He has thus come into touch with foreign education in a way which has been very helpful to him in his normal school work.

His labors in the Normal College here were eminently

successful. The work in his department became thoroughly systematized, and a large number of students, year by year, took special instruction in the various branches of mathematics. The department alcove in the library became one of the best, if not *the* best, in the country, in that line. He commenced a special card catalogue in his department which opened the way for similar catalogues in other departments. He was the leader in securing the organization of a mathematical section in the State Teachers' Association, and also in the Schoolmasters' Club. In both these organizations his work was of great value to the teachers of the State. His resignation of his chair in the college was much regretted by his associates, and by all friends of the institution.

Professor W. H. Sherzer.

Professor Sherzer was born, and spent his boyhood, at Franklin, Warren county, Ohio, a place about thirty miles north of Cincinnati. His early education was in the Franklin schools; he graduated from the high school in 1878 in both the classical and scientific courses. During the last two years of his high school course he worked, during his leisure hours, in a printing office, and after graduation spent the next three years in teaching district schools.

In that part of Ohio there is much out-cropping of the Lower Silurian limestones, containing many interesting fossils. This gave Mr. Sherzer an opportunity for geological observations of which he was very fond. His purpose, at that time, was to study civil engineering, as this profession would give him a chance to make a practical study of geology.

He entered the University of Michigan in February of 1883, joining the engineering class. He remained in the University until the end of his junior year, when he was elected Principal the Saginaw City high school. He taught mathematics and science there for three years, and then returned to the University and graduated in 1889 in general science. The next year he took post-graduate work and received the degree of Master of Science. In the fall of '91 he taught science in the Houghton high school, and at the same time did special work in the mining

school. In December of that year he was elected a Fellow of the Geological Society of America, and in the following February he was called temporarily to occupy the chair of geology and paleontology at the University, the chair having been left vacant by the death of Dr. Winchell, under whom Mr. Sherzer had studied.

He was appointed Professor of the biological sciences in the Normal College in 1892, and still remains in that position. Under his supervision a biological laboratory has been equipped, and the work of the department has been greatly enlarged in various directions, so that the normal now offers rare advantages for thorough instruction in the different branches of natural history. Professor Sherzer posesses the traits of a true teacher as shown in his manner of conducting the recitation, while he is always courteous in his dealings with his students.

Professor C. T. McFarlane.

Professor McFarlane was educated in New York, and became connected with the Normal College in 1893, as head of the department of drawing and geography. Since he took charge of the department the work has been greatly enlarged and improved. During the school year of 1898-9, Professor McFarlane was absent, on leave, studying in Europe under the best masters in his own special work. He resumed charge of his classes in October 1899.

Professor Wilbur P. Bowen.

Professor Bowen was born near Chelsea, in July, 1863. The family moved to southern New Jersey in 1865 and returned to Chelsea again in 1880. Young Bowen attended the high school in Chelsea; taught a union country school for one year; entered the Normal School in April, 1884, and graduated in 1886; taught Mathematics in the Normal, as assistant to Professor Bellows, from 1887 to 1892; then taught physical training in the University of Nebraska two and a half years, spending the long vacations in study at Chautauqua and Harvard. He took charge of the Gymnasium and of the physical training work in the Normal School in the spring of 1894. Under his charge the depart-

ment has been well developed and is doing excellent service for the college.

Professor Charles O. Hoyt.

Professor Hoyt was educated in the schools of Michigan, and subsequently proved himself a thoroughly competent and successful teacher and superintendent. In 1896 he was called by the State Board of Education from the superintendency of the Lansing schools to take charge of the training department of the Normal College. After serving for a time in that position he became assistant in Pedagogy, and in 1899 was made Professor in charge of this department.

Professor Charles T. Grawn.

Mr. Grawn was born on a farm in Salem, Washtenaw Co., Michigan, October 4, 1857; his parents having emigrated from Sweden in 1855. He attended district schools and the Newaygo high school, taught district school for three terms in Kent Co., and then entered the Normal School, graduating in 1880 from the classical course. He took charge of the Plymouth schools in 1880, and in 1884 succeeded to the superintendency of the Traverse City schools, which position he held till June 1899, when he was appointed Superintendent of the Normal College Training School. Professor Grawn is always a student; he took special work in physics and chemistry at the Agricultural College in 1891–2, and received the degree of B. Pd. at the Normal in 1892, and M. Pd. in 1897. He was President of the State Teachers' Association in 1894, and has for some years been a lecturer at teachers' institutes.

Professor Samuel B. Laird.

Mr. Laird is a native of Prince Edwards Island and was born May 28, 1849. He attended the Chelsea, Michigan, high school, entered the Normal School in 1870 and completed the classical course in 1874. Professor Laird's long teaching experience has been wholly in Michigan: he was Principal at Wayne one year, Tawas City nine years, East Tawas five years, Superintendent at Dowagiac six years and at Lansing three years. He received the degree of B. Pd. from the Normal in 1896, and the same year

took the degree of M. S. on examination at McKendrie College, Ill. He became a member of the Normal Faculty in the fall of 1899 as Associate Professor of Psychology and Pedagogy.

Miss Lois McMahon served the institution faithfully and well, for about twelve years in the department of English. She had a strong hold upon the affections of those who knew her most intimately, and her sudden and untimely death caused deep and sincere grief to all who had known her and her work in the school.

Miss Annie A. Paton, for a long time assistant in the department of Modern Languages, was forced to resign her position by continued ill-health. No teacher in the school held a higher place in the esteem, respect, and love of her associates and her pupils. Her influence was always exerted on the side of "the true, the beautiful and the good." She carries with her the kindest remembrances and the best wishes of all who knew her as a teacher or as a friend and a companion.

Space will permit only the bare mention of the names of several teachers who have for considerable time done and are still doing valuable service in the school, and of some who are not now connected with the institution.

Mr. Fred R. Gorton in Sciences,
Mr. Lambert Jackson in Mathematics,
Miss Helen A. Muir in Latin and Greek,
Miss Ada A. Norton in Mathematics,
Miss Abbie Pearce in English,
Miss Mary B. Putnam in History and Civics,
Miss Florence Shultes in History,
Mrs. Fannie Cheever Burton in Physical Training,
Mr. Fred L. Ingraham in English,
Miss Annie H. Schryver in Botany,
Miss Margaret E. Wise in Training School,
Miss Hester P. Stowe in Kindergarten,
Miss Hattie M. Plunkett in Training School,
Miss Abbie Roe in Training School,

Names of some not now connected with the school.

Emma C Ackerman in Mathematics,
Maude Ball in Training School,

Alice Barr in Training School,
Wm. H. Brooks in Training School,
Ency J. Coleman in Training School,
Lillian Crawford in Training School.
K. Maude Cady in Training School,
Maud E. Cannel in Kindergarten,
Chloe N. Daniels in English and History,
Amelia Hale in Mathematics,
Ella M. Hays in Mathematics,
George F. Key in Mathematics,
Ida Wall Lewis in Training School,
Walter F. Lewis in Science
Mary Lockwook Millis in Kindergarten,
Hiram W. Miller in English,
Clarence D. McLouth in Sciences,
Helen Post in Training School,
Annah M. Soule in History,
Charles E. St. John in Sciences,
Ida Taylor in Training School,
Nina C. Van lewalker in Training School,
Flora Wilber in Training School.

CHAPTER VIII.

Alphabetical List of Teachers.

The following is an alphabetical list of the teachers who have served in the Normal School, and in the Training department, with their line of work and time of service. Probably some errors have occurred, although all possible care has been taken to make it correct.

Aulls, Miss Sarah M., Assistant, Geography and Arithmetic, 1856–7.
Allen, Miss Sarah M., Preceptress, Botany and Physiology, 1855–9.
Aldrich, Mrs. A. D., (later Mrs. Ripley) Preceptress, 1859–67.
Ackerman, Miss Emma C., Assistant, Mathematics, 1892–8
Anderson, Miss Nellie F., Assistant, Geography, 1897–8.
Bellows, Prof. C. F. R., Mathematics, 1867–91. Acting Principal, 1871.
Bengel, Prof. John, Modern Languages, 1864–72
Bigsby, Mr. Bernard, Lecturer, English Composition and Literature, 1873.
Barr, Miss Alice, Training School, Primary Department 1873–8.
Bignell, Miss Anna J., Training School and Instructor in English, Normal, 1881–4
Brooks, Mr. William H., Instructor in Latin and Greek, and Critic in Grammar Grades, Training School, 1883–90.
Barton, Miss Rose V., Instructor, History and German, 1883–4
Barbour, Prof. Florus A., English Language and Literature, 1885—
Bowen, Prof. Wilbur P., Assistant, Mathemathics, 1887–92. Physical Training, 1894—
Buell, Miss Bertha, Assistant, History, 1899—
Byrd, Miss Myra, Assistant, Music, 1899—
Ball, Miss Maud, Training School, Critic, Second Grade, 1892–6.
Blount, Miss Mary J., Training School, Critic, Fourth Grade, 1892–3.
Boone, Dr. Richard G., Principal. (President) 1893–9.
Burton, Mrs. Fannie Cheever, Assistant, Physical Training 1894—
Bacon, Miss Helen E., Assistant, English Language, 1896—
Berkey, Miss Mary E., Training School Critic, Fifth Grade, 1897—
Brown, Mr. Forest E. H., Assistant, Natural Sciences, 1897—

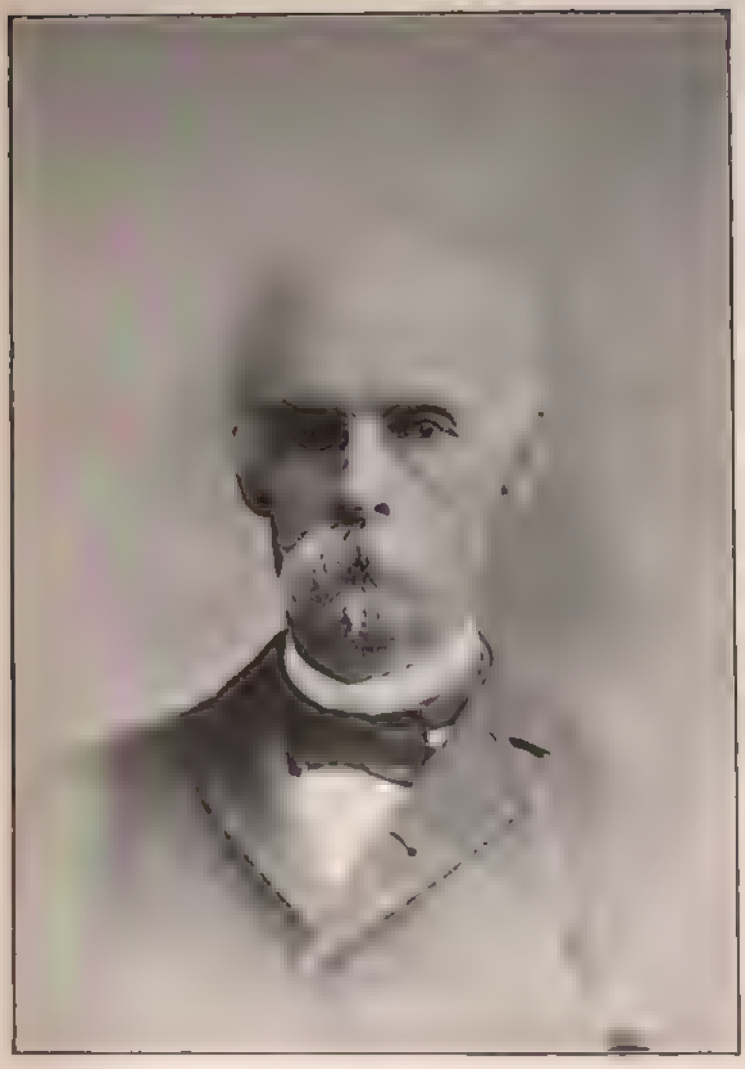
Burk, Miss Nellie M., Instructor in Modern Languages, 1898–9.
Clark, Mr. Sereno B., Instructor, English and Latin, 1895–6; and '99.
Calkins, Mr. R. D., Instructor, Drawing, 1897—
Caffee, Miss Belle, Training School Critic, Second Grade, 1896.
Clapp, Miss H. K., Assistant, Model School, 1853–6.
Clark, Prof. John E., Mathematics, 1856–7.
Cary, Prof. J. F., Ancient Languages, 1856–66.
Clayton, Miss Kate, Assistant teacher, 1855–6.
Cutcheon, Miss Anna M., History and Literature, 1872-9.
Coates, Miss Elizabeth, Training School, Primary Grades, 1879–81.
Cleary, Prof. P. R., Penmanship, 1885–99.
Coleman, Miss Ency J., (Now Mrs. Charles Caryl,) Training School, Primary Grades, 1882-5.
Coe, Mr. Henry T., Instructor, Mathematics, 1884-86.
Crawford, Miss Lillian, Training School Critic, First Primary, 1889-93.
Cannell, Miss Maude E., Kindergarten. 1891-96.
Cady, Miss K. Maude, Training School Critic, Eighth Grade, 1892-96.
Cramer, Mr. Wm. D., Assistant, Natural Sciences, 1893-98.
Clark, Miss Clara L., Training School, Critic, Fourth Grade, 1893-95.
Chapman, Mr. W. H., Assistant, Physical Sciences, 1898-99.
Dudley, Prof. George E., Mathematics, 1858-60.
Darrow, Prof. E., Ancient Languages, 1868-72.
D'Ooge, Prof. B. L., Latin and Greek, 1886—
Dansenburg, Mr. Fred J., Conservatory, Instructor, Music, 1891-92.
Daniels, Miss Chloe N., Assistant, History and English, 1894-96.
Downing, Estelle, Instructor in English, 1898—
Estabrook, Prof. Joseph, Principal, 1871-80.
Eddy, Miss Alice M., Assistant, Latin, 1897-99.
Fisk, Prof. L. R., Sciences, 1853-56.
Foote, Prof. E. M., Vocal Music, 1858-63.
Freeman, Miss Ida A., Training School, Primary Grades, 1878.
Fairchild Miss Elizabeth N. Instructor in Mathematics, 1896-98.
Foster, Clyde, Assistant, Music, 1899—
Gaskill, Mr. L. F., Assistant teacher, 1855-6.
Goodison, Prof. John, Drawing and Geography, 1858-69, 1885-93.
Griffith, Prof. A. A., English Literature and Elocution, 1868-71.
Goffe, Miss Fannie E., Drawing and Penmanship, 1880-1884.
George, Prof. Austin, Rhetoric and Literature, 1879-82, Director of Training School, 1882-96.
Gorton, Mr. Fred R.. Assistant, Natural Sciences, 1892—
Gareissen, Mr. Oscar, Conservatory, Assistant, Music, 1892-98.
Grawn, Prof. Charles T., Superintendent of Training School, 1899—
Hoag, Mr. E. B., Assistant, Natural Sciences, 1899—
Hubbard, Miss Nellie, Assistant teacher, 1855-6.

Hulburt, Miss Ellen A , Assistant teacher, 1856-63.
Hoppin, Miss Ruth, Preceptress, Botany and History, 1867 81
Hale, Miss Amelia, Instructor, Mathematics, 1885 9.
Hays, Miss Ella M., Instructor, Mathematics, 1888 92.
Harris, Miss Ada Van Stone, Training School, Assistant Director, Supervisor of Instruction, 1895–7.
Hoyt, Prof. Charles O., Director of Training School, 1896 7, Assistant in Psychology and Pedagogy, 1896–8, Professor of Psychology and Pedagogy, 1898—
Hand, Miss Lillian, Training School, Critic, Fifth Grade, 1886.
Hull, Miss Bertha, Assistant Drawing, 1897 -
Ingraham, Mr. Fred. L., Assistant, English Language, 1896 9
Jackson, Prof. Orson, Mathematics, 1853-6.
Jewell. Prof. George S., Mathematics, 1857 8.
Jackson, Mr. Lambert J., Assistant, Mathematics, 1891 -
Jackson, Miss Adella, Training School, Critic, Second Grade, 1896—
King, Prof. Julia A., Preceptress, History and Civil Government, 1881—
Kimball, Miss Eliza, Instructor, Mathematics, 1882 3, History, 1897.
Key, Mr George F., Instructor, Mathematics, 1883–91.
Kniss, Mrs Lydia, Assistant, History, 1886–8.
Kennedy, Mr. A Dwight, Instructor, Drawing, 1895–8.
Lodeman, Prof August, Modern Languages, 1872—
Lamb, Miss Addie, Assistant, Training School and Normal, 1875–7
Lockwood, Miss Mary, Kindergarten, 1888–91.
Laird, Prof. S. B., Associate Prof. of Psychology and Pedagogy, 1899—
Lathers, J. Stewart, Assistant, English, 1899 –
Lodeman, Miss Hilda, Assistant, Modern Languages, 1890–1, Drawing, 1894 6.
Lewis, Mr. Walter F., Instructor, Physical Seiences, 1891–3.
Lewis, Miss Bertha M , Instructor, Latin, 1896-7.
Lickley, Miss Iva M., Instructor, Physical Training, 1896–7.
Lyman, Prof. Elmer A., Mathematics, 1898–9, Principal, 1899—
Miller, Prof. Albert, Modern Langages, 1854–64.
Mayhew, Prof. D. P., Physical Sciences, 1856–71, Principal, 1865–71.
Murphy, Miss Ellen H., Instructor, History, 1885–6.
Miller, Mr. Hiram W., Assistant, English Language, 1887 96
Muir, Miss Helen B , Assistant, Latin and Greek, 1889—
Montgomery, Miss Jessie B , Training School, Critic, Eighth Grade, 1895–8.
Martin, Miss Julia, Training School Assistant, Seventh and Eighth grades, 1897.
Mann, Miss Mary Ida, Assistant, Physical Training, 1897—
Marsh, Miss Florence, Assistant, Music, 1897–9.
Morse, Mr. John A., Instructor, Geography and Drawing, 1898.

Murray, Ellen B., (M. D.) Examining Physician for Women, 1895—
McLouth, Prof. Lewis, Drawing and Geography, 1869–71, Physical Sciences, 1871–84.
MacVicar, Dr. Malcomb, Principal, 1880–1.
Mac Vicar, Miss Ada, Instructor, Vocal Music, 1881–2.
McMahon, Miss Lois, Assistant, English Language and Literature, 1884–96.
McLouth, Mr. Clarence D., Assistant, Natural Sciences, 1887–92.
McFarlane, Prof. Charles T., Drawing and Geography, 1893—
Nelson, Prof. Theodore, English Language and Literature, 1884–5.
Norton, Miss Ada A., Assistant, Mathematics, 1891—
Norton, Miss Carolyn Weed, Training School, Critic, Seventh and Eighth Grades, 1897—
Osband, Prof. Lucy A., Natural Sciences, 1882-95.
Pomeroy, Miss Lottie, Assistant, Model School, 1863-69.
Post, Miss Helen, Assistant, 1857, Training School, Grammar department and Assistant, Normal, 1874-88.
Pease, Prof. F. H., Music, 1861. Full Professor after 1863.
Putnam, Prof. Daniel, Natural Sciences, 1868; Director of Training School, and Professional Training, 1870-82; Acting Principal, 1881-83, 1885-86. Psychology and Pedagogy, 1882-99.
Putnam, Miss Alice M., Assistant, Training School, Primary Grades, 1877-78.
Pearce, Miss Abbie, Critic in Training School, 1885-88; Assistant, Eng. Language and Literature, 1888—
Paton, Miss Annie A., Assistant, French and German, 1885-99.
Putnam, Miss Mary B., Assistant, History and Civics, 1892—
Plunkett, Miss Hattie M., Training School Critic, Third Grade, 1892—
Peet, Mr. B. W. Assistant, Physical Sciences, 1899.
Putnam, Mr. Richard R., Assistant, Physical Sciences, 1895-98.
Phelps, Miss Jessie, Instructor, Natural Sciences, 1898—
Rogers, Miss A. C., Preceptress, Botany and Belles-Lettres, 1853-55.
Ripley, Prof. E. L., Mathematics. 1861-67.
Rice, Miss Mary, English Grammar, 1863-78.
Rorison Miss Minerva B., Assistant, Training School, 1870-1.
Robinson, Miss Winnie J., Training School Critic, Sixth Grade, 1892-5.
Robinson, Miss Georgia, Assistant, History, 1896-98.
Roe, Miss Abbie, Training School, Critic, Fifth Grade, 1896—
Robson, Miss Alice, Assistant, Modern Languages, 1899—
Stickney, Miss Isabella, Instructor, Drawing, 1898—
Simmons, Prof. James W., Superintendent of Training School, 1898-99.

Stratford, Miss Emma F., Assistant, Drawing, 1896-97.
Stowe, Miss Hester P., Kindergarten, 1896—
Starks, Miss L. Zella, Training School, Critic, Third Grade, 1896—
Sill, Professor J. M. B., English Grammar and Elocution and Principal of Model School, 1853–63, Principal of Normal, 1886–93.
Selleck, Miss Rhoda E., Drawing and Penmanship, 1878–9
Stockley, Mr. W. W., Instructor, Normal, 1876–7.
Sterling, Miss Nellie M., Instructor, History, 1889–92.
Soule, Miss Annah May, Assistant, History, 1889–92.
Smith, Mr. Clarence E., Instructor, English, 1886.
Strong, Prof. Edwin A., Physical Sciences, 1884—
St. John, Mr. Charles E., Assistant, Physical Sciences, 1885–92.
Smith, Dr. David Eugene, Mathematics, 1891–8.
Shultes, Miss Florence, Assistant, History and Civil Government, 1892—
Spindler, Mr. Frank A., Assistant in Psychology, 1898–9.
Sherzer, Prof. Will H., Natural Sciences, 1892—
Stuart, Prof. D. R., Ancient Languages, 1899—
Stickney, Isabella, Instructor, Drawing, 1898.
Severance, Mr. Thomas C., Assistant, Psychology and Latin, 1894–5.
Schryver, Miss Anna H., Assistant, Natural Sciences, 1895—
Thompson, Miss Letitia, Assistant, Mathematics, 1899—
Tyler, Miss Susan G., Assistant, Model School, 1856-63
Trowbridge, Mr. Perry F., Assistant, Psychology, 1892–3.
Taylor, Miss Ida, Training School, Critic, Fifth Grade, 1892–6.
Taylor, Mrs. Grace, Training School, Critic, Fourth Grade, 1895–6.
Thorpe, Mr. Ira G., Instructor, History, 1896–7.
Thompson, Miss Kate R., Assistant, Mathematics, 1896—
Todd, Miss Edith, Assistant, History, 1898—
Vroman, Prof. J. P., Academic Department, 1871–2. Ancient Languages, 1872–86.
Vanderwalker, Miss Nina C., Training School, Critic, Primary Grades, 1888–92.
Van Buren, Mr. Dennis C., Instructor, Mathematics, 1894–5.
Welch, Professor A. S., Principal, Intellectual Philosophy, 1852–65.
Wilson, Rev. J. A., Intellectual Philosophy, 1853–5.
Webb, Georgiana, Assistant teacher, 1855–6 and 1871–2.
Warren, Mr. William, Penmanship, 1875–8.
Willets, Hon. Edwin, Principal, 1883–5.
Wood, Miss Fannie H., Assistant, 1886.
Weeks, Mr. Willis A., Assistant, Latin and Greek, 1885–9.
Wall, Miss Ida L., (later Mrs. Lewis) Training School, Critic, Grammar Grades, 1890–2
Wilber, Miss Flora, Training School, Critic, Seventh Grade, 1892–5.
Wimer, Mr. Milton W., Assistant, Physical Sciences, 1893–5.

Wise, Miss Margaret E., Training School, Critic, First Grade, 1894—
Whitney, Miss Eloise C., Assistant, Drawing and Geography, 1894–7.
Warner, Miss Martha M., Instructor, Mathematics, 1895–6.
Waldo, Miss Clara, Training School, Assistant in Seventh and Eighth Grades, 1897.
Whittaker, Mr. J. A., Instructor, Music, 1898—
Yost, Miss Elizabeth, Instructor, History, 1898—



John Goodison.

CHAPTER IX.

Attendance of Students, Etc.

The following statistical table of attendance in the school down to the year 1868, is taken, somewhat condensed, from the report of the State Superintendent of Public Instruction for the year 1868. It will be observed that the aggregate only is given, and not the whole number in attendance during any one year. The early records of the school having been destroyed, it is impossible to determine the number accurately.

Year.	No. of Term.	Attendance Normal School.	Aggregate for Year.	Attendance Experimental Department.	Aggregate for Year.	Total Aggregate.	No. of Individual Pupils.
1853	1	122					
1853	2	175	297	27	27	324	
1854	3	177		45			
1854	4	232	409	56	101	510	
1855	5	181		65			
1855	6	177	358	38	103	461	
1856	7	158		60			
1856	8	152	310	179	239	549	
1857	9	213		70			
1857	10	261	474	74	144	618	
1858	11	164		65			
1858	12	297	461	64	129	590	
1859	13	181		50			
1859	14	357	538	50	100	638	420
1860	15	262		48			
1860	16	287	549	50	98	647	440
1861	17	238		50			
1861	18	274	512	50	100	612	456
1862	19	255		41			
1862	20	284	539	45	86	625	429
1863	21	239		50			
1863	22	236	475	50	100	575	383
1864	23	153		67			
1864	24	195	348	75	142	490	293 (?)
1865	25	138		70			
1865	26	197	335	80	150	485	285 (?)
1866	27	146		86			
1866	28	192	338	76	162	500	252 (?)
1867	29	142		84			
1867	30	240	382	106	190	572	309
1868	31	166		94			
1868	32	262	428	96	190	618	343

This table is of interest and value; although being made out by terms, it fails to give us what we most of all desire to know, that is, the exact number of different students attending the normal department of the school during each school year. The aggregate for a year, obtained by uniting the figures denoting the attendance of two terms, is of no material value, as all students attending both terms are thus counted twice. It is true that after 1858 the whole number of individual students for the year is given, but unfortunately no distinction is made between members of the normal department and the pupils in the experimental school. The early records of the school were destroyed when the original building was burned in 1859; during the first years of the existence of the institution catalogues were published only occasionally. It is, consequently, impossible to obtain exact statements of the number of different students in attendance during this period. The following table, made up from reports of the Board of Education and from other available sources of information, is believed to be approximately correct:

Attendance in the Normal Department and Training School and Number of Graduates.

In this and the preceding table *calendar* rather than *school* years are indicated. The previous table gives the calendar years in which the school years *began;* this table gives the calendar years in which the school years *closed.* 1854 takes the place of 1853, and so on. (Where the numbers given in this table differ essentially from those given by others, the authority is indicated.)

Year.	Normal Department.	Training School.	Graduates.
1854	236	27	3
1855	346	74	13
1856	253 (State Report, 1856.)	237	12
1857	247	106	13
1858	290 (Catalogue, 1857–8.)	158	12
1859	285 (Report, 1859.)	60	12
1860	427	84	13
1861	436	75	24
1862	407	86	12

Year.	Normal Department.	Training School.	Graduates.
1863	406 (Report, 1863.)	100	19
1864	342 (Report, 1864.)	142	18
1865	255 (Report, 1865.)	150	17
1866	265	114	24
1867	268	123	18
1868	381 (Report, 1869.)	192	14
1869	342 (Catalogue, 1868–9.)	151	19
1870	419 (Report, 1870.)	158	17
1871	350	119	7
1872	296 (Report, 1872, and Catalogue.)	150	50
1873	329 (Catalogue of 1872–3.)	166	40
1874	364	122	55
1875	409	200	57
1876	449	240	74
1877	336	239	80
1878	338	278	95
1879	292	251	84
1880	298	164	56
1881	318	174	91
1882	330	181	81
1883	398	176	100
1884	475	158	102
1885	520	235	94
1886	628	242	90
1887	675	244	100
1888	714	234	118
1889	803	270	104
1890	808	284	125
1891	909	321	145
1892	1002	316	183
1893	937	318	165
1894	922	346	148
1895	954	381	214
1896	985	348	241
1897	958	269	246
1898	978	298	225
1899	1029	294	271

Total number of graduates to 1899, 3347.

Life certificates, 1915.

Five year certificates, 1432.

CHAPTER X.

Publications by the School, and by Teachers Connected at Some Time with the School.

Before the formal opening of the school several circulars and notices of various kinds were published and circulated by the Board of Education. The Board, also, made a regular annual report, each year, both before and after the organization of the institution. These reports, however, contain nothing of sufficient permanent interest to justify copying here.

Soon after the school had been put in operation, a catalogue was published with the following title:

CATALOGUE

OF THE

Officers and Members

OF THE

Michigan State Normal School,
State Teachers' Institute, and
State Teachers' Association.

The Board and its officers at that time were:

Hon. Francis W. Shearman, Supt. of Public Instruction and Secretary of the Board.

Hon. Isaac E. Crary, President of the Board.

Hon. Chauncy Joslin.

Hon. Gideon O. Whitemore.

BOARD OF VISITORS.

Geo. W. Peck, Ingham Co.

S. Wright, Calhoun Co.

E. C. Walker, Detroit.

BOARD OF INSTRUCTION OF THE SCHOOL.

Mr A S. Welch, Principal.
Miss A. C Rogers, Preceptress.
Mr. Orson Jackson, Mathematics
Rev. J. A. Wilson, Intellectual Philosophy
Mr J. M. B Sill, Eng. Grammar, and Elocution

BOARD OF INSTRUCTION OF THE TEACHERS' INSTITUTE.

Principal A. S. Welch.
Mr. Orson Jackson
Silas H. Douglas, M. D , Ann Arbor.
Mr John Brainard, Cleveland, Ohio.

During the first years of the existence of the school, catalogues were published only occasionally. The first one has been noticed above, at some length as an interesting matter of history. Another was issued in 1857-8, and still another in 1861-2. Since 1868-9 catalogues have been published annually and regularly. It is possible, and perhaps probable, that some others were published between 1861 and 1868, but no copies have been found. Principal Mac Vicar issued only a small circular for the year 1880-1.

For several succeeding years the publication was called the "Calendar of the Michigan State Normal School." Later it was named the "Register."

During the last few years it has been named the "Year Book," and has been enlarged in its scope and contents

The school published a number of documents for the Centennial Exposition at Philadelphia in 1876.

It did the same for the great Exposition at Chicago in 1893. A considerable number of valuable charts were prepared at that time, and a pamphlet setting forth the plan and purpose of the school. A good number of papers prepared by the Pedagogical Society have been published and circulated by authority of the Board. In addition to these, circulars of various kinds have been prepared and distributed throughout the State, especially to the high schools and County Superintendents and Commissioners. The purpose has been to keep the school men of Michigan well informed as to the work and plans of the institution.

The School.

In January, 1872, the Faculty of the Normal School commenced the publication of a monthly paper with the title "The School." The introductory editorial said: "It has been, for several years past, in the minds of members of the Faculty of the State Normal School to publish an educational journal. Many students who have received instruction in this institution, and others engaged in teaching in different portions of the State, have expressed an earnest wish for a periodical devoted especially to philosophical methods of instruction, and to the best practical applications of these methods, in all the different grades of our schools. * * * * Our design in the publication of this journal, is to give a greater efficiency to the work for which the Normal School is established, namely the elevation of the teacher's profession, the unfolding of broader and clearer views of the philosophy of education, and guiding the practice of teaching by the light thus evolved. We shall aim to present from time to time the psychological principles that lie at the foundation of methods and processes which we shall recommend; and to give such suggestions as years of experience in the school room have proved to be essential to the highest success. * * * * We shall give special prominence to primary methods and school government."

A change was made after the close of the third year of the publication. The Faculty, as a whole found the publication unprofitable so far as money was concerned, and the paper was turned over to "C. F. R. Bellows & Co."; the company consisted of Professors Vroman and McLouth. They continued the publication until five volumes had been issued. In the last number it was said: "The School has become one of eight or ten monthlies of the great Northwest which have been consolidated into the Educational Weekly, published by Winchell & Klein, Chicago." This closed the career of the first regular normal paper.

The Normal News.

The Normal News was established in the year 1881 by action of the Faculty. The Faculty while making the publication

essentially a students' paper, retained its general control in their own hands. They appoint the editor-in-chief and the business manager, and place these officers under the advice and direction of a special committee. At the beginning of the enterprise the Faculty, as a body, assumed no pecuniary responsibility for the publication. Professor George, who was very zealous in the effort to establish the paper took the position of business manager during the first year, and became personally responsible for all expenses. Although not acting directly as business manager after the first year, he continued to act as advisor in all pecuniary affairs connected with the publication until 1897. During this time several hundred dollars had been accumulated which were turned over to a committee of the Faculty.

Walter C. Hewitt was the first editor-in-chief, being assisted by a staff consisting of one member of each of the four literary societies. The aim of the paper is to subserve the best interest of the school, and of the students and alumni. The News began as a monthly, containing ten pages of reading matter and a number of pages of advertisements. The first year its circulation reached only two hundred and fifty. Two years later the circulation had reached five hundred. Since that time it has varied from year to year, but, on the whole the paper has enjoyed a good degree of prosperity, and has been of much service to the school.

Arrangements were made in the year 1889 for an annual Normal News Oratorical Contest, the management of the News becoming responsible for all expenses. The contest has proved eminently successful. The prize is a fine gold medal and a $20 gold piece. One prize is awarded to the most successful gentleman and one to the most successful lady. The contestants are chosen by the advanced classes, the societies, and one or two by the Faculty.

The following have been the winners in the contests:

GENTLEMEN.	LADIES.
1889, W. N. Lister.	Mary F. Camp.
1890, F. M. White.	Mary Latson.
1891, A. L. Marvin.	Minnie Goodes.

1892, D. C. Van Buren.	Winnie Robinson.
1893, J. S. Lathers.	Angeline Sherwood.
1894, L. G. Holbrook.	Mabel W. Smith,
1895, F. J. Tooze.	Carrie Barbour.
1896, Clyde Young.	Lillian Cutler,
1897, Byron Cook.	Lillian Downing.
1898, D. W. Kelly.	Estelle Downing.

The editors-in-chief and the business managers have been the following:

EDITORS.	BUSINESS MANAGERS.
1881-2, W. C. Hewitt.	Prof. Austin George.
1882-3, L. G. Mecham.	A. J. Murray.
1883-4, A. J. Murray.	W. J. Champion.
1884-5, E. E. Kenyon.	W. W. Chalmers.
1885-6, W. W. Chalmers.	J. W. Kennedy.
1886-7, C. D. McLouth.	J. W. Kennedy.
1887-8, W. D. Hill.	W. F. Lewis.
1888-9, P. F. Trowbridge. (Associate, Ransom George.)	F. J. Hendershott.
1889-90, S. D. Brooks.	F. L. Ingraham.
1890-1, H. T. Blodgett.	M. V. Rosenberry.
1891-2, R. L. Holloway.	C. W. Curtis.
1892-3, M. J. Withington.	E. P. Goodrich.
1893-4, D. G. VanBuren.	C. L. Norton.
1894-5, S. G. McAlpine.	C. D. Livingston.
1895-6, Harriet L. Bouldin.	Wm. M. Gregory.
1896-7, Eloise S. Bradshaw.	Irving Cross.
1897-8, H. G. Lull.	H. G. Agnew.
1898-9, M. Maude Manley.	W. S. Lister.

The Aurora.

The class of 1893 began the publication of an Annual called The Aurora. The publication is designed to afford an opportunity to show the character and spirit of the class; and as stated in the preface of one of the later volumes, "to represent the school in her true light, giving her different organizations, showing the ability of her students, and, throughout, trying to reflect the inner life our Normal." The Aurora has, without exception, been so edited as to be an honor to successive classes, and credit to the institution.

List of Publications.

The following list of books published by persons at some time connected with the school is as accurate as it could be made by the means at hand:

BY PRINCIPAL A. S. WELCH.

1. Analysis of the English Sentence,
   1853, A. S. Barnes & Co., N. Y.
2. Object Lessons,
   1862, A. S. Barnes & Co., N. Y.
3. Talks on Psychology,
   1889, E. L. Kellogg & Co., N. Y.
4. Teachers' Psychology,
   1889, E. L. Kellogg & Co., N. Y.

BY PRINCIPAL J. M. B. SILL.

1. Synthesis of the English Sentence,
   1856, Ivison & Phinney, N. Y.
2. Practical Lessons in English,
   1880, A. S. Barnes & Co., N. Y.

BY PRESIDENT R. G. BOONE.

1. Education in the United States,
   1889, D. Appleton & Co.
2. Education in Indiana, 1892.

BY PROFESSOR F. H. PEASE.

1. The Western Bell,
   (In connection with Mr. A. Perkins.) 1857, Oliver Ditson & Co., Boston.
2. Musical Lyra,
   1867, Oliver Ditson & Co., Boston.
3. The Crystal,
   1872, S. Brainard.
4. Pease's Singing Book for Teachers and Classes,
   1886, Ginn & Co., Boston.
5. A Harmony Manual,
   (In connection with W. Hewitt.)
6. A large number of select music pieces, some of which are the following:
   (a) Aria and Recitative,
   Remember thy Creator, etc.

(b) Longfellow's Psalm of Life,
(for solos and choruses.)
(c) The Reaper and the Flowers,
(for women's voices, etc.)
(d) The Pilgrim and Stranger,
(for mixed choruses,)
(e) Te Deum Laudamus,
(for organ, etc.)
(f) Memory's Refrain,
(a quartette.)

BY PROFESSOR A. LODEMAN.

1. Grundriss der Geschichte der deutschen Literatur,
Boston, 1874.
2. The Students' Manual of Exercises for Translating into German,
Putnam's Sons, 1885.

BY PROFESSOR JOHN GOODISON.

1. A Manual of Drawing.

BY DR. D. E. SMITH.

1. Plane and Solid Geometry,
Ginn & Co., 1896.
2. Higher Arithmetic,
Ginn & Co., 1897,
3. Famous Problems of Elementary Geometry,
Ginn & Co., 1897.
4. High School Algebra.
Ginn & Co., 1899.
(The above were prepared in connection with Prof. W. W. Beman of University of Michigan.)
5. History of Modern Mathematics,
John Wiley & Sons, 1896.

BY PROFESSOR D. PUTNAM.

1. Sunbeams through the Clouds, in 1871,
(A little manual for the special use of inmates of asylums for the insane.)
2. A Geography of Michigan, 1877.
(Published with Colton's geography.)
A Sketch of Michigan State Teachers' Association, 1877,
(Published by the Association.)

4. Outline of the Theory and Art of Teaching, 1883.
5. A series of School Readers,
(In connection with another gentleman.) 1882-3.
6. Twenty-five Years with the Insane, 1885.
7. Elementary Psychology, 1889.
8. A Primary of Pedagogy, 1890.
9. Manual of Pedagogics, 1895.
10. History of the State Normal School.

BY PRECEPTRESS JULIA A. KING.

1. An Outline Course in History. A Teachers' Manual.
2. Civil Government of Michigan, 1896.

BY PRINCIPAL MAC VICAR.

1. A series of Arithmetics, including Primary, Practical and Higher.
2. A Teachers' Manual of Arithmetic.
3. A Teachers' Handbook of Arithmetical Exercises.
4. MacVicar's Spelling Blanks.
5. An Arithmetical Apparatus and Manual for presenting 12,000 Exercises for Practical and Rapid Work in the Four Fundamental rules, including Fractions.
6. A Tellurian Globe, published by Andrews Co., Chicago.
7. A Manual on the use of the Globe, including Exercises.
8. Volume entitled Principles of Education.

BY PROFESSOR C. F. R. BELLOWS.

1. Analysis of Arithmetic, being a syllabus of the topics of Arithmetic in their logical sequence.
2. Arithmetic, Its What, How, and Why;—A Manual for Teachers.
3. Elements of Algebra for common schools.
4. A Treatise upon Plane and Solid Geometry.
5. A Treatise upon Plane and Spherical Trigonometry.
6. A Manual of Land Surveying.
7. A Common School Arithmetic.

BY MISS MARGARET E. WISE AND MISS MAUDE E. CANNELL.

1. Outlines for Kindergarten and Primary Classes. 1897.

BY PROFESSOR B. L. D'OOGE.

1. Colloquia Latina,
Heath & Co., Boston, 1888.
2. Viri Romæ,
Ginn & Co., 1895.
3. Easy Latin for Sight Reading,
Ginn & Co., 1897.
4. New Cæsar with Vocabulary,
(with Professor James B. Greenough and Mr. Grant Daniell.
Ginn & Co., Boston, 1898.)
5. Cicero, Select Orations,
Benj. Sanborn & Co., Boston, 1899.
6. Latin Composition Tablet,
Ginn & Co., Boston, 1895.
7. Greek Composition Tablet,
Ginn & Co., Boston, 1896.
8. Help to the Study of Classical Mythology,
George Wahr, Ann Arbor, 1899.
9. First Selections in Latin,
(with J. B. Greenough, and M. G. Daniell.)
Ginn & Co., Boston, 1899.

CHAPTER XI.

Societies in the Normal.

Societies are an essential element in the life and development of any institution of learning. They usually afford a tolerably reliable index of the tone, taste, and general culture of the student body, and, inferentially at least, of the teaching and governing bodies. The management of the societies, the subjects of discussion, the modes of relaxation and of social intercourse connected with them, all combine to mark the development and progress of the community and the State. This is especially true in a school in which the students are drawn largely from the homes of the common people and from the rural neighborhoods, where artificial distinctions and artificial manners have exerted very little influence in fashioning character and conduct. It will not be possible to trace with any minuteness of detail all the various organizations, of one sort and another, which have had a very brief existence in the school. Little more than the names of them can be given. A few of those which have lived through a considerable period of years and have exerted a permanent influence upon the intellectual, moral, and social life of the institution as a whole, as well as upon their own membership, may justly claim more extended notice. Among such socities we have, first of all the old

NORMAL LYCEUM.

A month after the opening of the first term of the school, that is, on the 30th of April, 1853, the teachers and students came together to consider the question of organizing a single society, or two or more societies, to promote the literary improv-

ment of the students. It is noteworthy that the teachers of the institution entered into the matter of organization and management in common with the student body. The same thing is observable to a considerable extent, during the subsequent history of the Lyceum. Some members of the Faculty habitually attended the weekly meetings, frequently delivered lectures, and, at times, participated freely in the debates. Their presence, no doubt, tended to elevate the tone of the papers and discussions, and to give a more conservative and orderly character to the gatherings. During periods when such attendance was intermitted, as it sometimes was, the good order and decorum of the meetings occasionally suffered.

Principal Welch was made chairman of the committee to prepare a constitution. A week later the constitution was formally adopted and the organization was completed by the election of officers as follows:

Prof. A. S. Welch, President; H. P. Sly, C. R. Miller, A. Hollenbeck, Vice-Presidents; J. M. B. Sill, Corresponding Secretary; Kate M. Clayton, Recording Secretary; I. Horner, Treasurer.

Of these officers Mr. Sill subsequently became a Professor in the school and later Principal; and Miss Clayton became, at a later period, Mrs. Joseph Estabrook.

As this was the only society of importance in the institution for many years, and as it remained without any essential changes in its organization and objects until 1880–1, its constitution and history will have more interest for the earlier graduates and friends of the school than those of any other society. Consequently a little more space will be given to the old "Normal Lyceum" than to other and later organizations.

The original constitution presented no very marked peculiarities; its regular officers were chosen for a school term, and their duties were of the usual kind. Standing committees of three members were provided for, on Finance, on Literary Exercises, on Communications and Resolutions, on Library and on Music. Somewhat later a Committee on Order was added. The duties of the committees are sufficiently indicated by their names.

Membership was confined to persons connected with the school; signing the constitution and paying twenty-five cents were the conditions of membership: the finance committee was empowered to levy a tax upon members, to defray the expenses of the society whenever this should be necessary. It is impossible to determine with certainty the names of all the *original* members. Among the *early* members were A. S. Welch, C. F. R. Bellows, Orson Jackson, A. Wilkinson, William Campbell, John Goodison, J. O. Miller, J. M. B. Sill, S. L. Rorison, J. W. Childs, J. W. Van Cleve, C. J. Thorp, A. Miller, A. Campbell, Mary Wells, Ellen Hurlbut, Julia Hathaway, Kate M. Clayton, Helen C. Norris, Olive C. Tyler, Julia A. King, Miss A. C. Rogers, Miss A. K. Clapp, Kate Brearly, Jane Flint, Helen Post.

Many of these are still well known and others might be mentioned equally well known if space would permit.

Some of the topics discussed during the first year or two of the existence of the Lyceum show the direction of thought at that period in the community at large. The following was the first resolution taken for discussion: "That men engaged in manual labor act a greater part in the formation of the character of a community than men of scientific research." Some other topics were: "That genius is indispensible to the attainment of eminence;" "That there is sufficient evidence aside from Revelation to warrant a belief in the immortality of the soul;" "That aid and instruction, cheerfully and freely imparted, serve to advance the educational interests of the student more than self-reliance unattended by timely assistance;" "That American excitability is the principal cause of American progress;" "That Phrenology is the true science of mind."

Among the officers of the second term were Prof. O. Jackson, President; Julia Bacon, Recording Secretary; C. Fitzroy Bellows, Corresponding Secretary; C. R. Miller, Treasurer.

During this term the subject of corporal punishment, of capital punishment, and of the study of the "dead" languages were vigorously debated. The Lyceum favored the retention of corporal punishment, the abolition of capital punishment, and the study of the "dead" languages.

The following topic shows the excited spirit of the country between 1850 and 1860: Resolved, "That the signs of the times indicate the dissolution of the Union." The Lyceum, however, was of an optimistic temper and the resolution, after an animated discussion, was lost.

The following resolution was debated for a whole session and finally adopted: "That for ladies to speak in this Lyceum is right, proper and expedient." The present generation of students will doubtless smile and think it strange, if not absurd, that a resolution of this sort should cause a protracted discussion." At that period, however, it was neither strange nor absurd. Forty and five years have wrought wonderful changes in public sentiment, and in the position of women. In the early years of its existence the State Teachers' Association of Massachusetts did not allow women to take any part in its public exercises.

From 1854 to 1860 the debates and papers of the Lyceum reflected, to a considerable extent, the pervading political sentiment of the period, although educational subjects were not by any means lost sight of.

The following are some of the questions debated; "That Congress ought to prohibit the introduction of slavery into the Territories;" "That Congress ought to give to each actual settler a hundred and sixty acres of land after he remains upon it five years;" "That Representatives ought to be governed by the will of their constituents;" "That the aims and tendencies of the so-called 'Know-Nothing' party are detrimental to the institutions of our government;" "That the discovery of the California gold mines has been detrimental to mankind;" "That in a Republican government no citizen should disobey the laws on the plea of conscientious scruples." This debate took place at the time of great excitement concerning the "fugitive slave law." "That ladies should enjoy the same privileges in our literary institutions that gentlemen now do." This topic reflected the public interest at the time upon the question of opening the State University and other higher institutions of learning to women. "That the admission of Kansas as a free

state is the true policy of the Republican party." "That disembodied spirits have no power to communicate with the living." It does not appear clearly in what way this last resolution was disposed of. "That the acquisition of Cuba is an object much to be desired by the government of the United States." The Lyceum rejected this resolution. "That politics should be excluded from the pulpit." This also was lost. "That schools should be supported by a direct tax on property and should be free to all." This topic grew out of the discussions in the State upon the "rate bill" question. "That the reading of the Bible should be made a daily exercise in all our schools." "That the dissolution of the Union is preferable to union under the present circumstances." This was decided in the negative. "That the decision of Justice Taney in the 'Dred Scot' case exceeded the jurisdiction of the Supreme Court, and should not be regarded by the citizens of the United States." The society adopted this resolution and thus settled one of the vexed questions of that period. "That negroes in the Free States should be allowed the right of suffrage." "That the Harper's Ferry Insurrection is the natural result of the policy adopted by our government."

At this point in the history of the Lyceum we reach the opening of the fateful year 1860. Among the officers elected in March of that year were Gabriel Campbell, President; Austin George, first vice President; Mr. J. T. Morgan, Corresponding Secretary; and E. P. Allen, member of Committee on Resolutions. The breaking out of the war depleted the school of a large number of young men, and the interests of the Lyceum suffered in common with those of the institution generally. The topics for debate, selected from the proceedings of the society during the years immediately preceeding the outbreak of hostilities, have been given as affording an interesting view of the the history of that time. The excitements of the period pervaded the schools of all grades as they did every nook and corner of society.

During this period a few amendments were made to the constitution, but none affecting the general purposes or methods

of the organization. The effect of certain provisions was to give the Principal of the school more direct control over some of the exercises and acts of the Lyceum. The literary exercises of the ordinary meetings were determined by the proper committee, but all appointments for public meetings were subject to the approval of the Principal. The Committee on Order were required to report to the Principal. Provision was made for the election of honorary members of the Lyceum, such members not having the right to vote or to hold office. The President and Recording Secretary were eligible to honorary membership at the close of their terms of office; any other persons might be elected by a two-thirds vote of the society. An extended code of by-laws had been adopted in which very elaborate and minute provisions were made in respect to voters and voting at the election of officers. One cannot help inferring that it was deemed necessary to guard against the repetition of some evil practices which had made their appearance at previous elections.

Among the honorary members, elected at an early time, were E. P. Allen, Austin Blair, J. M. Gregory, W. J. Baxter, President Haven, Professors Frieze, Wood, Tyler, Olney and Ruth Hoppin.

As the successive scenes of the great drama of the Civil War appeared, the discussions of the Lyceum naturally responded to the discussions and debates of the community. On the evening of April 19, 1861, the subject of debate was a resolution "That the North would be better off morally, socially, commercially, and politically without the South:" The report of the Secretary says: "The discussion was of much interest; gentlemen on the affirmative producing unanswerable statistics, which were nevertheless overborne by patriotic enthusiasm and union sentiment." The resolution was voted down, and then, the report continues, "There followed the singing of the magnificent Marsellaise hymn, stirring deeper depths than the discussion had agitated." The report is signed Mary A. Rice, Secretary; Austin George, President.

At the next meeting a solo "The Sword of Bunker Hill," was sung by Mr. G. Campbell the report says: "in his own

highly effective style." "Speeches were made by several members of the society who were about to join the army and fight under the 'stars and stripes;' much enthusiasm was manifested." The following resolution was unanimously adopted. "That we highly admire the patroitism and courage of those who are called from among us to fight their country's battles—to guard, protect, and uphold the constitution of our common country; and while duty calls them from among us we sincerely regret their absence, and they may be assured of our prayers to Him who is omnipotent in battle that He may bless their patriotic efforts to save this country, and that He may watch over and protect them, and ultimately return them to us in safety." The chapter on "The Normal School in the Civil War" gives a full account of the relations of the institution to the great conflict, and no further reference can be made to the matter in this place

The character and work of the Lyceum, during the early years are described in one of the catalogues of that time as follows:

"Its sessions are held in the Normal chapel on each Friday evening, and are preceded by an informal meeting for social intercourse. The regular exercises consist of debates, original papers, declamations and vocal music. Once a month, lectures on various topics of interest to the students are delivered by men of ability from abroad. Connected with the Lyceum is a library from which all its members are entitled to draw books. The Board of Instruction are happy to recommend this society to all future normal students, as having answered, in an unusual degree, all the objects of its organization."

This excerpt leads naturally to the remark that, during the entire existence of the society, in its original form, it filled, in a good degree, the office of a lecture association, supplying the school and the community, each year, with a series of instructive and able addresses at small expense.

It suggests also reference to the fact that the Lyceum commenced the gathering of a library immediately after its organization and continued this policy until its division into sections. After the library of the school was removed to its present quar-

ters in 1888 the society allowed its books, more than a thousand volumes, to be absorbed into the general library of the institution. The credit due the society for its work in this direction may be estimated from the fact that in almost every year a small tax was levied for the purchase of books, and that in the single year 1878, nearly $150.00 were expended for this object.

Allusion has already been made, in another connection to the position of women in teachers' associations and similar organizations. Sentiment in the Normal Lyceum, upon this matter, manifested the same stages of growth as sentiment in the community at large. The barriers which had hitherto limited and hedged in the so-called sphere of woman were being gradually broken down. The doors of higher institutions of education and of the "learned professions" were being thrown open to her; in some cases, it must be admitted, grudgingly and with very bad grace, but nevertheless they were opening wider and wider year by year. A somewhat similar process of enlargement is observable in the exercises and management of the Lyceum. At first, and for several years, lady members of the society read essays, served on committees, and held certain minor offices. But they did not act as presiding officers, nor take part, to any considerable extent, if indeed at all, in extemporaneous debates. It should, however, be borne in mind, in considering the relative positions, duties, and privileges of ladies and gentlemen at that time in the Lyceum, that the relative numbers of the two sexes were not by any means the same as at present. In the year 1857–8 there were 140 male and 170 female students, the proportion peing as 14 to 17. Ten years later the numbers were 149 gentlemen and 193 ladies, the proportion being about as 15 to 19, while the proportion in the year 1896-7 was about one gentleman to three ladies.

In 1870 the following resolution, not indeed elegant in form but tolerably clear in meaning, was discussed and adopted. "That the ladies ought to be allowed to debate; that the interests of the society and its existence depend upon their debating." One cannot help suspecting that there was something below in the mind of the author of the resolution which does not appear

on the surface; but however that may have been, the names of ladies are found among the "debaters" and also among the vice presidents in the following years. But no lady held the office of president in the Old Lyceum.

The society was incorporated under the general law of the State, in January 1876, with the legal name of the "Normal Lyceum of the Michigan State Normal School." The membership was limited to four hundred; members were divided into active and honorary; any student of the school in regular attendance might become an active member by the payment of the required fees, but membership in the society ceased when attendance at the school ceased The affairs of the organization were to be managed by a board of five directors, but this board was composed of the regular officers, elected from term to term All appointments for public literary exercises were subject to the approval of the Principal of the school, and the Committee on Order was to report all cases of disorder to the same officer. The regular meetings of the Lyceum were to be held on Friday evenings during term time; but the hour of adjournment was fixed at 9:30 in the winter months and at 10 o'clock during the remainder of the year The force of this rule, however, could be "suspended" by a two-thirds vote, if circumstances required. The rules in respect to the election of officers and voting were quite extended and elaborate.

The ordinary routine work of any society of this sort affords very little matter for the historian. It is only the unusual and extraordinary which attracts attention and excites interest. A few incidents which caused, for the time, some ripples in the current of Lyceum life may be briefly noted.

Those who were active members of the society in 1871-2 will readily recall the excited and prolonged discussions upon the question of the right of students in the "Academic" department, so-called, to active membership in the Lyceum. At that time, by an arrangement of the School Board of the city of Ypsilanti, and the State Board of Education, the high school department of the city schools was suspended and its students were transferred to the corresponding department of the Training

School, their tuition being paid by the city. The rules of the Lyceum had, at times, though not uniformly, recognized the right of members of this department to such membership. Taking advantage of this fact the advanced students of the high school department, of whom there was a considerable number, both gentlemen and ladies, vigorously asserted their claim to membership, while leading students in the normal department as vigorously opposed this claim. Party feeling ran high, and the regular work of the society was entirely interrupted for several weeks, the meetings being occupied with heated debates upon the question of membership. One or two meetings were adjourned by the Principal, or at his request. The matter was finally referred to the Board of Education and the Faculty, who decided adversely to the claim of the "Academic" students, denying their right to membership. The controversy was unfortunate in several respects. It tended to create friction between the members of the two departments, and helped to render it inexpedient, if not impossible, to continue the arrangement entered into between the State Board of Education and the School Board of the city. One of the immediate results was the organization of an "Independent Lyceum" which will be briefly noticed further on.

Occasionally a question was introduced into the society, the discussion of which stirred up a considerable degree of excitement, not only in the Lyceum but in the school and even in the city itself. Such a discussion took place during the spring term of 1876 upon the Resolution "That the Bible should be retained in the public schools." The resolution was debated vigorously for one evening by members of the Lyceum and one or two gentleman from outside. Two evenings more were occupied by the discussion, in which, in addition to the members of the society, Professors Vroman, Estabrook, and Putnam, and E. P. Allen, Esq., took the afirmative, and Professors Bellows and McLouth and Mr. Whitman and Mr. Campbell the negative. The debate was very animated, and the resolution was finally adopted by a vote of 110 to 27. This discussion in the Lyceum

was little else than a sympathetic response to discussions going on among teachers and in the State generally at that period. About this time a warm debate upon the subject occurred in the State Teachers' Association, which terminated by the adoption, with almost entire unanimity, of the following: "That we believe the Bible should not be excluded from our public schools and that such exclusion would not, in our opinion, render them more acceptable to any class of our citizens."

As years went on the growth of the school had a tendency to render the Lyceum a somewhat unwieldy body; the younger members came to feel that they were practically debarred from participation in its exercises by the large number of older students. In consequence several other societies sprang into existence, some of which promised to become permanent bodies. Taking advantage of this undesirable condition of affairs Principal MacVicar, with the sanction of the Board of Education, in 1880–1, made a pretty radical reorganization of societies in the scsool. All the other old organizations were abolished, and the Lyceum itself was subdivided into sections or subordinate societies with limited membership. This was practically the end of the original Normal Lyceum. This new organization retains little more of the old one than the name. The following list of presiding officers will show the sort of men who have been students in the school and have helped to give character to the Lyceum and to the institution itself:

Presidents of the Old "Normal Lyceum".

(Three names in any year indicate a resignation.)

1853, Prof. A. S. Welch, Prof. Orson Jackson.
1854, John Horner, John M. B. Sill.
1855, Charles R. Miller, G. P. Sanford
1856, Walter S. Perry, L. A. Willard.
1857, C. C. Clark, C. W. Adams.
1858, F. G. Russell, James S. Wilber.
1859, C. E. Baker, M. W. Dresser.
1860, Gabriel Campbell, Oscar S. Straight.
1861, Austin George, James T. Morgan.
1862, Willard Sterns, R. Montgomery, Marshall D. Ewell.
1863, C. L. Whitney, Edward P. Allen.

1864, Selwin-Douglas, Edward Haight.
1865, F. D. Hart, L. C. Donaldson,
1866, J. G. Plowman, John S. Maltman.
1867, H. C. Burroughs, George H. Hopkins.
1868, C. E. Davis, L. E. Hall, S. G. Burked.
1869, Peter Shields, Edwin C. Thompson.
1870, Thomas Shields, F. W. Bacon, Eugene K. Hill.
1871, Geo. A. Cady, H. C. McDougall.
1872, James O. Butler, Ferris S. Fitch.
1873, Herbert S. Reed, Samuel B. Laird.
1874, Worth W. Wendell, John R. Campbell.
1875, J. Romeyn Miller, A. C. Brower.
1876, Alfred E. Lucking, Durbin Newton.
1877, H. J. Curran, Neil S. Phelps.
1878, Henry S. Wilson, John A. Bobb.
1879, Edmund Haug, Charles T. Grawn
1880, James H. Stevens, James Hettinger.

During the last few years of the existence of the old Lyceum, ladies were frequently elected to the office of Vice-President, but never to the office of President. Ladies also appeared as regular debaters in these later years.

The New Lyceum.

The societies organized at the dissolution of the old Lyceum formed, when taken as a whole, what may be called the New Lyceum. At the outset three societies were organized. A short time afterwards a fourth was formed. At first the membership of of each division was limited to forty; subsequently the limit was raised to sixty. Space will not allow a detailed history of these societies. Each section has its own constiution, by-laws, and minor rules; but all must agree in everything essential. The officers and their duties are such as usually belong to the officers of similar organizations. The regular meetings are held on Friday evenings of each week. The chairmen of the Executive Committees of the several divisions constitute the General Committee which has charge of the business of the association as a whole, including all public exercises. The Lyceum holds two or three general public meetings each year, an equal number of participants being selected from each of the divisions. A very brief sketch will be made of each society.

The Olympic Society.

This society is regarded, in some sense, as the successor of the Riceonian. The following sketch has been prepared by one of the original members of that organization. The writer says:

"During the winter of 1874–5 there was in the Normal School a Rhetoric class of special interest, under the direction of Miss Mary Rice, at that time the teacher of English in the institution. The class had developed unusual interest in the work, and had been led further afield and had gained a broader glimpse of the land beyond than was usual, and had tasted that which fired their blood, and would not let them rest by the way. The desire was in them to carry forward work along the lines laid out, and from this desire was born the Riceonian Society, named for Miss Rice.

At first but a thought in the midst of a few, it soon formulated itself into acts, the results of which may yet be traced in the school, and whose traditions still linger. At that time, the normal societies included the Lyceum, a general society open to all. From its nature it was an unwieldy affair, and could not be used for literary work; but it was very pleasant and an excellent field in which to train up budding lawyers and to afford exercise in the manly art of politics. The ladies had a society of their own, the Pleiades, meeting on Saturday nights; and the gentlemen had also an exclusive organization in the Zealots, whose most redeeming quality was that it met on the same night as the ladies. As neither of these societies did the work which an ideal literary society was supposed to do, it was decided to try a new venture

Consequently on one Saturday afternoon in the early summer of 1875 about a dozen students met in the old library room and organized the Riceonian Literary Society. As they sat around the old library table discussing ways and means, the spirit of devotion to the society and its interests was aroused never to down as long as the center of that interest was in existence. The motto of the society was "True culture, self-culture;" and the constitution declared the purpose of the society to be that true culture which is brought about by actual contact with the thoughts of the good and the great. * * * * If one were asked why the Riceonian was successful, one might say that it arose from the following: each member believed in the purpose of the society and acted up to his belief; the government of the society was simple and informal; the membership was small and great care was exercised in selecting new members, and there were no shirks. The membership was limited to twenty (20), and the smallness of the number bound them close together, especially when war was waged from without, as it soon was, and each felt his full share of responsibility. The meetings were held, for a time, in the library, then in the Principal's private office or recitation room. On the completion of the main front in 1878, the Board of Education granted the society room

31, and gave a written contract. * * * * Affairs went on smoothly until the fall of 1880 when a new administration came into power, and then trouble began. The edict went out that the normal societies should be reorganized, whether they wanted to be or not, and after stormy times, arose the reorganized Lyceum composed of the Riceonian, the name being soon changed to that of Olympic, the Atheneum, the Adelphic, and the Crescent.

The Riceonian came out of this contest, if it came out at all, shorn of its room, furniture, their old constitution, and their limited membership."

Presidents of the Olympic Society.

The following is a list of the Presidents of the society from 1881 to the present time.

1881, Peter T. McKinney.
1882, W. A. Hearn, Fannie Cheever.
1883, Fannie Cheever, Adam Mackie.
1884, J. B. Montgomery, W. W. Chalmers.
1885, Geo. A. Dennison, J. W. Kennedy.
1886, C. W. Mickens, W. J. McKone.
1887, W. H. Dogan, W. F. Lewis.
1888, W. H. French, F. I. Cobb.
1889, Sheridan Mapes, G. H. Warne.
1890, F. W. Wells, Wm. B. Hatch.
1891, L. N. Tupper, M. J. Sweet.
1892, J. B. Nicolson, T. W. Paton.
1893, Harley Harris, L. G. Holbrook.
1894, Clarence W. Greene, D. C. Van Buren.
1895, Ada Benedict, J. P. Everett.
1896, Herbert Lull, A. Whitbeck.
1897, Clyde L. Young, H. Lull.
1898, Wm. Bolger, L. E. C. Thorne.
1899, L. E. C. Thorne, Gilbert W. Hand.

PRESIDENTS OF THE ADELPHIC SOCIETY.

This Society was first organized in 1878, and reorganized in 1880-1.

The Presidents have been as follows:

1878, H. C. Wilson, J. A. Bobb.
1879, Edmund Haug, C. T. Grawn.
1880, J. H. Stevens, James Hettinger.
1881, H. A. Lockwood, C. S. Pierce.
1882, C. E. Bird, L. J. Meacham.
1883, W. H. Brooks, A. J. Murray.

1884, B. F. Buck, U. G. Race.
1885, E. J. Freeman.
1886, Ed. DeBarr, Hattie Bray.
1887, W. H. Foster, J. B. Miller.
1888, Charles Clapp, F. J. Hendershot.
1889, T. A. Conlon, J. H. Thompson.
1890, B. G. Richardson, F. J. Wheeler.
1891, H. C. Miller, J. C. Galbraith.
1892, D. M. Stegenga, G. W. Gordon.
1893, T. S. Langford.
1894, J. G. Leland.
1895, J. B. Gower, Christina Paton.
1896, Joseph Ocobock, H. E. Straight.
1897, S. O. Mast, Zach Kinne.
1898, O. O. Norris, N. H. Bowen.
1899, N. H. Bowen, H. S. Bowen.

THE CRESCENT SOCIETY.

The following is a list of the Presidents of the Crescent Society.

1881, Mr. Mac Mullen, Eugene Straight, Evan Essery.
1882, E. J. Quackenbush, G. H. Renwick.
1883, C. O. Townsend, W. G. Stewart.
1884, William A. Ellis, Howard Fenton.
1885, George H. Purchase, O. I. Woodley.
1886, C. D. McLouth, S. D. Brooks.
1887, W. E. Hicks, A. C. Snow.
1888, Milton Parmalee, Ernest G. Knight.
1889, Wm. Lister, M. Rosenberry.
1890, S. E. Potts, H. O. Severance.
1891, M. B. Boers, D. Voorheis.
1892, C. F. Vreeland, W. W. Wilcox.
1893, E. H. Ryder, Irving Hunter.
1894, E. P. Goodrich, O. L. Burdick.
1895, E. E. Dohany, F. J. Mellencamp.
1896, Gertrude Slingerland, W. H. Pearce.
1897, Harper Maybee, W. Videto.
1898, W. S. Lister, W. S. Lister.
1899, W. Sherman Lister, Arthur Turner.

THE ATHENEUM SOCIETY.

The following is list of the Presidents of the Atheneum Society:

1882, L. H. McLouth, W. C. Hewitt.
1883, Geo. F. Key, W. C. Hull,

1884, Geo. H. Rowe, F. E. Aldrich.
1885, Jessie Hazzard, E. F. Gee.
1886, H. McIntosh, H. McIntosh.
1887, Kittie M. Stewart, Geo. E. Rogers.
1888, D. F. Wilson, Wm. R. Moss.
1889, Claude S. Larzelere, Samuel Gier.
1890, D. L. Munger, H. A. Sprague.
1891, A. W. Dasef, C. W. Curtis.
1892, R. L. Holloway, C. H. Morton,
1893, M. J. Withington, C. D. Livingston.
1894, F. E. Wilcox, V. S. Bennett.
1895, S. B. Clark, Frank Sinclair.
1896, Herbert Bell, F. E. Ellsworth,
1897, Geo. W. Wood, Earl Rhodes.
1898, D. W. Kelley. D. W. Kelley.
1899, D. W. Kelley, J. W. Mitchell.

THE INDEPENDENT LYCEUM.

The Independent Lyceum, as previously stated, was organized by the students of the academic or high school department, in the year 1871–2, in consequence of the denial of their right to membership in the old Lyceum. The society was similar, in its purposes and arrangements, to the regular Lyceum, and it was conducted with a good degree of energy and success, while it continued. The termination of the official relations between the schools of the city and the normal school terminated the existence of this society as a normal organization.

THE NORMAL ZEALOTS.

This society, composed exclusively of gentlemen, was organized in 1870-1, or about that time, by the younger students of the school who desired to make improvement in public speaking. It was, in some sense, a preparatory school to the Lyceum, and had generally a prosperous and useful life. It ceased to exist at the time of the radical reorganization of all the normal societies. Superintendent C. T. Grawn was President in 1878, and Mr. A. A. Hall in 1880. The records of the society have apparently been lost so that no full account can be given of its membership or of its work.

THE PLEIADES

The Pleiades was a society organized and sustained by ladies of the school. It began its existence about the same time as the Zealots, and departed this life at the same date as the other society. Its object, as stated in its constitution, was the improvement of its members in literary composition, in an understanding of parliamentary rules and usages, and in a knowledge of the literature of the day. Its exercises consisted of readings, essays, discussions, orations, and reviews of books and other literary productions of the day. For several years it occupied a prominent place in the school and did excellent service in its chosen field of labor. The failure to find its records prevents a more complete account of its membership and its work

THE R. H. SOCIETY.

In the year 1874, or about that time, the R. H. Society, named in honor of Miss Ruth Hoppin, then Preceptress of the school, was organized, having for its object the improvement of the younger members of the school in literary composition Society organizations, at that time, were somewhat numerous, and this one had only a brief existance, although its work was of much advantage to its members while it continued.

THE SCIENTIFIC SOCIETY

A scientific society was organized in 1884, which, however, had only a brief existance. The object of the society was to promote interest in scientific reading, study and investigation Membership was confined, mainly, to seniors of the scentific courses. The management of the organization was placed in a board of control, consisting of the officers of the society and the heads of departments of Mathematics, and the Physical and Natural sciences.

THE MOCK CONGRESS.

During the administration of Principal Willits, who had charge of the work in civil government in the school, some steps were taken toward the organization of a society for the discussion of current political questions; but a permanent organization

was not effected until the fall term of 1888. The society at first took the name of "Political Debating Society." Subsequently the name was changed to the "Mock Congress" of the State Normal School. For a time the Congress acted alternately in the capacity of the "House of Representatives and Senate." The plan of alternating did not work quite satisfactorily, and in 1890–1 it was decided to attempt to represent only the House. The change has been, on the whole, productive of good results.

The objects of the organization are acquisition of knowledge of parliamentary law and improvement in debate. The proceedings of the society and its officers are made to conform, as closely as possible, to the order of business in the national "House of Representatives," and to the officers of that body. Naturally the presiding officer is called the "Speaker." The membership is limited and the present number is forty-five (45).

THE ATHLETIC ASSOCIATION.

In the notes on the old gymnasium building the early work in athletics, or more properly in ordinary physical exercises, was briefly described. Nothing of a systematic character was done in this direction for several years after the destruction of that building. Occasionally, for a brief period, provision was made for practice in light gymnastics; but as this practice was voluntary and no regular instructor was employed, the zeal which had introduced it soon died away. The feeling, however, that physical training was an important element in any symmetrical course of education was constantly growing, and in the fall of 1887, the beginning of a regular and formal organization was made. Among those who were especially active in this matter were G. F. Key, Claud Larzelere, W. B. Hatch, Rolf Patrick, and W. P. Bowen. A constitution was adopted in which the purpose of the association was stated to be, "to promote and foster all legitimate sports and athletic exercises, and to afford facilities to its members for participating therein." The lack of interest on the part of the great body of the students, however, prevented the accomplishment of much real work for the next two years.

A reorganization of the society took place in January 1890, and W. P. Bowen was elected President. From that time the growth of interest, both among students and teachers, in the legitimate work of the society, has been healthy and promises to be permanent. For a time the use of a room upon the second floor of the main building was granted to the association on condition that the society should furnish the necessary apparatus. Apparatus of a general nature was purchased with the membership fees while individual member provided themselves their own clubs and bells. At the opening of the school year 1890–91 the room in the basement of the south wing of the main building was fitted up for the association, and remained in their possession for some time.

The erection of the new gymnasium building opened the way for making physical culture a part of the regular and required work of the school. It also made it possible for the Athletic Association to enlarge the field of its operations and to enter into proper relations with other similar organizations in the higher educational institutions of the State. The organization has held an honorable rank among the athletic societies with which it has been matched in games of foot-ball, base-ball, and other out-of-door sports.

Some Smaller Societies.

There are several societies of limited membership among the students, organized partly for literary and partly for social purposes. Among these is the

WASHINGTONIAN TOASTMASTERS' CLUB.

The organization is "dedicated to genuine, genial, good-fellowship" It meets every third Saturday evening, transacts its business, and enjoys a good supper, according to the statement of one of its active members. It holds an annual banquet, which is made enjoyable by good speaking, good singing, and good cheer generally.

THE ARM OF HONOR.

Another of these small organizations is the Arm of Honor. It is stated that "the direct purpose of this society is to

foster in its members the ability to think, and to speak extemporaneously," and its carefully formulated constitution is especially designed to attain this end.

The society meets regularly once a month, the executive committee having entire charge of the program of exercises. It is said that "the initiatory exercises, without which the organization would scarcely be deemed complete, are so well regulated as to detract nothing from the dignity of the society, but rather to impress upon the candidate the depth of its purpose." Social enjoyment constitutes an important element in the meetings, and an occasional banquet affords occasion for exercise in extemporaneous speaking and for a general good time.

A number of other societies have been organized at various times and for various purposes, but space does not permit any extended account of these. Among these is the Oratorical Association, the object of which is sufficiently indicated by the name. This society has done some very excellent work in the line for which it exists.

THE NORMAL EDUCATIONAL SOCIETY.

This organization is usually known as the Pedagogical society or club. It is composed of members of the Faculty. It was first organized in April, 1885. The constitution states the purposes of the society to be "the investigation and discussion of principles of education and methods of teaching, and the consideration of such other professional subjects as may conduce to the success of our united efforts as teachers." The organization is very simple, the officers consisting of a President, vice President, and Recording Secretary, who together constitute an Executive Committee. This committee arranges and directs the business of the organization. The meetings are held regularly on the third Tuesday of each month when the school is in session. The exercises are made up of essays and discussions upon such topics as the committee selects. Usually a continuous line of work is laid out at the beginning of the school year, but the program may be varied or changed to meet changed conditions or new circumstances. During some years two papers

have been prepared for each meeting, one of a historical or biographical character, involving the consideration of educational principles, or the work of some distinguished teacher or reformer, the other paper being devoted to some current topic or to some recent publication upon educational affairs or related matters.

During one year a series of papers were prepared and discussed upon the work of the several departments of the school, the purpose being to discover some basis upon which the work of the various instructors might be unified and correlated.

Among the subjects treated another year were the following: "Education as a dialectic process;" "Language as a center of instruction;" "History as a unifying element in a course of study;" "Concentration of studies with science as a basis;" "Selections of the subject matter of instruction."

The history of methods of teaching the various subjects has been discussed: "The old and new education;" "The old and new psychology;" and many other topics of kindred character. The society has done much to improve the professional spirit of the school.

THE MONDAY CLUB.

This society, under the name of the "Current Topics Club," was organized in March, 1895, the name being changed to its present form on June 15, 1896. The membership was limited to ladies who were assistant teachers in the normal department of the college, and the society grew out of a desire, on the part of some dozen ladies, to know each other better, and to enjoy together some literary and social evenings. The programs, at first, were devoted to a study of political and social science, but they have varied from time to time to suit the tastes of the members of the club. The anniversary of the founding of the club, March 4, 1895, is usually celebrated in some social way, which includes outside friends.

The members of the club at the time of its organization were, Misses Ackerman, Daniels, Lodeman, Muir, McMahor, Norton, Pierce, Paton, Putnam, Shultes, Whitney, and Mrs. Burton. The organization is very simple, the officers being a

President, vice President, and Secretary-Treasurer. Their duties are those belonging to similar officers in other organizations.

Presidents:—Miss Putnam, 1895–1898. Miss Bacon, 1898–.

Vice Presidents:—Mrs. Burton, 1895–1898. Miss Norton, 1898–.

Secretary and Treasurer:—Miss Ackerman, 1895–1896. Miss Shultes, 1896–1898. Miss Muir, 1898–.

THE GRADUATE CLUB.

Among the many college organizations mention must be made of the Graduate Club, which was born March 12, 1896. The purposes of the club are to establish sociability and insure good fellowship among members of the Alumni who return to the college for study, or at the reunion times of Foundation day and Commencement.

Its constitution provides for a Dean, a Scribe, a Steward, who is always a member of the Faculty, and an Executive Committee of five members.

The Deans have been thus far, 1898, Benj. Gregor, F. L. Ingraham, and Washington Chapman. Meetings are subject to call of the Dean and are held only when some necessary business is to be transacted or for social gatherings. It is hoped ultimately to form a chain of graduate clubs all through Michigan in order that direct communication may be had between the Normal College and her Alumni. Such societies are already in existence in the University of Michigan, Detroit, Jackson, and Grand Rapids, and steps are being taken in other places to follow their example.

THE ALUMNI ASSOCIATION.

An Alumni Association was formed quite a number of years ago, but the organization has had somewhat of an intermittent life. Recently, however, it has held its annual meetings with a good degree of regularity, and several local societies have been formed in the larger cities of the State. The form and purpose of these organizations are similar to those of other alumni associations.

It has not been possible to find the early records of the society. Consequently it is not possible to state the date of the

organization of the original society, or to give anything like a consecutive history of its life, or of the work which it has performed.

Its presidents, since 1880, have been the following:

1881, J. G. Plowman.
1882, S. G. Burkhead.
1883, Eugene Miller.
1884, E. C. Thompson.
1885, C. T. Grawn.
1886, W. S. Perry.
1887, C. F. R. Bellows.
1888,
1889, F. J. Hendershot.
1890, J. M. B. Sill.
1891, Walter H. Cheever.
1892, Walter C. Hewitt.
1893, A. J. Murray.
1894, J. R. Miller.
1895, W. C. Hull.
1896, Austin George.
1897, W. P. Bowen.
1898, Gertrude Elstner Woodard.
1899, Fred. L. Ingraham.

Some of the recent addresses and papers have been the following:

1891, W. C. Hewitt, The Teacher as a Specialist.
1892, C. T. Grawn, Moral Culture.
1893, Mary F. Camp, Amateurism.
1894, Cora Smith, The Teacher's Needs, paper.
R. G. Boone, Address.
1895, Prof. J. A King, The School and its Alumni.
1896, W. J. McKone, Address.
1897, H. O. Severance, The Teacher and Advanced Scholarship.

MICHIGAN STATE NORMAL SCHOOL SONG.

State Normal School, we sing to thee,
Michigan, my Michigan!
Within thy courts we love to be,
Michigan, my Michigan!
Thy towers high and gray old walls,
Thy lecture rooms and study halls,
Inspire us yet when duty calls,
Michigan, my Michigan!

In '52 with hope and pride,
Michigan, my Michigan!
Thy Normal doors swung open wide,
Michigan, my Michigan!
The clustered years our memories fill
With names that give the heart a thrill,—
Welch, Mayhew, Estabrook and Sill,
Michigan, my Michigan!

The Normal takes thy choicest youth,
Michigan, my Michigan!
Instructs in pedagogic truth,
Michigan, my Michigan!
Commencement day, a well-trained band
She sends them forth with torch in hand
To light new flames throughout the land;
Michigan, my Michigan!

Though Normal "Green and White" we love,
Michigan, my Michigan!
Old Glory's folds e'er float above,
Michigan, my Michigan!
When traitors war on Union made,
Thy Normal sons sprang to her aid,
Their lives upon her altar laid,
Michigan, my Michigan!

The student life in Ypsi. town,
Michigan, my Michigan!
Through all thy realm holds high renown,
Michigan, my Michigan!
Lyceum, S. C. A's fond spell,
The rush, the club, the dinner bell—
The Normal girl! the Normal yell!!
Michigan, my Michigan!

This song was written by Professor George for the meeting of the Alumni held in Lansing December 27, 1895, and was sung with enthusiasm by the large gathering.



Starkweather Hall. Students' Christian Association.
Erected 1897.

CHAPTER XII.

The Students' Christian Association.

The Christian Association had its origin in a weekly meeting of students and teachers for prayer and conference. This meeting began very early in the administration of Principal Welch. Mrs. S. A. Allen Patten, the second Preceptress, wrote from Greenville in February, 1897: "I went to Ypsilanti in the fall of 1855, two years, I think, after the organization of the school. I found the Students' Prayer Meeting one of the institutions of the school, and, so far as I know, its beginning was contemporaneous with that of the school. It seemed to fit into its place and be so thoroughly alive and efficient to meet as real a want as the recitation hours, the Lyceum, or anything else that was an essential to the life of the school." She mentions the names of some of the students who were "active, bright scholars, and earnest christians, young people who were living for a high purpose Of course the meetings must be rich and inspiring, and blessed in their results."

The meetings were held, sometimes in the assembly room, and sometimes in some of the class rooms. The attendance upon the meetings was usually good. Preceptress Ruth Hoppin wrote from Three Rivers in January, 1897, as follows: "It was a joy to see all those noble young people so seriously in earnest in the great work to which they were called, and I was sure that when the schools of the State should go into such hands our educational interests would be safe. Very few of the teachers attended in those days, but no evening passed that did not bring noble President Mayhew into our midst. He would drop in after we were well started and give us the uplift of his inspiring words. How many scenes and faces this writing and especially

your inquiries called up! Beautiful departed days! The memory of them will keep my days of darkness bright and sweet."

In 1871, when Professor Estabrook entered upon the duties of his office, the students requested him to take charge of the weekly religious meeting. He acceded to their request, and during the whole time of his connection with the school he led and directed the exercises of the meeting. In one of his reports he says: "There was almost every term more or less religious interest which resulted in leading many students to commence a new life." During the latter part of his administration the meetings were held in the room then known as "number two," but which is now the main public office. The following quotation is from a letter written by Mrs. Mary L. Rice Fairbanks, who was a teacher in the normal when Professor Estabrook was Principal. She says: "He was a grand leader and had the rare power of securing expression from others. There was a spiritual baptism,—decisions were made that have moulded many lives. That old chapel was a sacred place in which were formed some of memory's best pictures. A crowd of young people in the benches, the leader standing in front of the desk, what expostulations fell from his lips, what songs, what prayers, what confessions, what resolves responded! Never can I forget the fair upturned faces. And to me the tall, lithe figure is still standing, the large sympathetic eyes still beaming, and the long, loose grey hair still floating about a face whose radience was not of this world." When Principal Estabrook severed his connection with the school the interest in the meetings was lessened for some time. Within a comparatively short period, however, Dr. MacVicar reorganized the various societies of the school. The Students' Prayer Meeting became the Students' Christian Association in 1881. A new form and a new name were added to the old spirit; and new life and energy were immediately infused into it. From that time its place in the school was enlarged. If it has not deepened it has at least broadened, as it has come more and more to realize that it is a life of service and sacrifice to which it has been called. The first article of the constitution

adopted at that time read as follows: "The name of this society shall be the Students' Christian Association of the Michigan State Normal School, and its object shall be the promotion of growth in grace in Christian fellowship among its members, and aggressive Christian work, especially for and by the students of the school." The other articles provided for the proper working of the society, for membership, officers, and for all necessary matters.

The only regular meetings arranged for by the constitution were the Wednesday evening prayer meeting and a business meeting for the election of officers and the transaction of other necessary business. All other meetings were to be arranged at the discretion of the President and the General Committee. During this period the association enjoyed a large degree of prosperity, and accomplished much good in the school. The increase of attendance in the institution and the consequent increase in the membership of the society made it necessary to find a larger room than "number two" for the weekly meetings.

Through the kindness of the Board of Education the upper room in the conservatory building was fitted up, put into excellent condition, and granted to the Christian Association for their exclusive use until such time as it should be needed for school purposes. Sixty dollars were raised by subscription to be expended in adorning it; and on its walls several appropriate pictures were hung, to which were added ten photographs of bas-reliefs from the church of St. John and St. Paul in Venice. The room looked so pretty and attractive in its new dress that the members welcomed their friends to their first reception with not a little pleasure and pride. This reception was a sort of dedication of the new hall. The association felt that at last it had a home, and this emphasized its distinctive character and individuality. Self-consciousness and faith in itself and in its mission gave an impulse for the next six years, during which time it verified the promise, "I am come that ye might have life and that ye might have it more abundantly."

But in 1891 the association was obliged to give up the key

of the hallowed place set apart for its use. More room was needed for the conservatory classes, and soon the illuminated texts and mottoes which adorned the blackboards gave place to written lessons, which constantly served as reminders that the society was without a home; and, for a time, hope and courage seemed dead. But a passive, an inactive condition, cannot long be the state of those who listen to the throbbings of the Eternal heart, and feel the pulse of the Infinite.

The next special work of the society was evidently to secure a new and more ample home, a home not only adapted to public worship but to all other purposes for which the Christian Association had been organized. A place was needed for social meetings and for the study of the Bible, and the reading of appropriate papers and periodicals. One of the members of the society writes thus:—

"It was not long before a few members of the Executive Committee began to meet at each other's rooms an hour before the morning church service to talk and pray about that which lay nearest their hearts; and they soon began to plan for raising funds for a home. That God was with them at this inceptive moment, can he doubt who sits within these walls tonight?" The reference here is to the evening of the dedication of the new building. Their thoughts turned to Mrs. Starkweather, to whom a letter was written, which was taken to her by Miss Lowry. The faith of the few was contagious. The whole society was soon aglow with enthusiasm. Early in 1892 a mass meeting was held in normal hall at which about $960.00 were pledged. Shortly afterwards upwards of $100.00 were placed in the bank to the credit of the society, most of which was the proceeds of a concert given by Professor Pease for its benefit. At this time they were led to hope, through Principal Sill, that Mrs. Starkweather would assist them when they had a lot on which to build. The work went on; the funds increased; and on November 11, 1895, giving and asking corresponded; benevolence finds its object; the dream of years is realized; the prayer is answered. God's purpose is revealed. On that day Mrs. Starkweather gave with habitual large-hearted generosity $10,000, which have

changed stone and wood into this beautiful symbol of benevolence and good-will to men. Every stone of it speaks of the rightness of thinking, giving, teaching, and living of all connected with the school. Every stone tells of unity, reality, truth of all that gives poise, worth and dignity to character; of "Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report."

In watching the story of this society, the overruling of Divine Providence is so evident that there is no need of further proof that there is a hand that guides. God's purpose can be traced, and the lesson on every page gives assurance of a larger and fuller life in the future. Because its life is hid with Christ in God, it may hope to do greater work than this in the spiritual hidden life of the school where is its distinctive field of labor. It looks, "not at the things which are seen but at the things which are not seen; for the things which are seen are temporal; but the things which are not seen are eternal."

The generous gift of $10,000.00 by Mrs. Starkweather enabled the association to go on with the erection of its house during the summer of 1896. The building was completed and dedicated on the 26th of March, 1897. The exercises of the dedication consisted of a report of the Building Committee, a response by the President of the Association, a prayer of dedication, an address by Professor Julia A. King on the subject "The Christian Association," an address by the Hon. Perry F. Powers on behalf of the State Board of Education, a history of the Association by Miss Annie Paton, and an address by President Boone on behalf of the school. Some extracts will be given from these reports and addresses. The chairman of the Building Committee said:

"The committee desire at this time to make only a general report of its work, leaving minor details to be presented to those specially interested at some subsequent time The first care of the committee was to secure an acceptable plan of a building the cost of which should not exceed the funds placed at their command, as they deemed it an imperative duty not to incur any indebtedness A contract was finally entered into with the firm of Malcolmson & Higginbotham of Detroit to have the building com-

pleted by the 24th day of October, unless unforeseen and unexpected obstacles should prevent. The contract cost was to be $9,638.00, not including any extra work which might be found necessary. Obstacles occurred which have prevented the full completion of the building until the present time. The total expenditure thus far has been $10,981.65, the amount above $10,000 being provided for by private subscription. Some small accounts remain to be adjusted which will make the whole cost of the building something over $11,000.00, but no indebtedness will be lelt to be provided for.

"In addition to this merely formal financial statement, the committee feel that they owe at least a brief report to several parties, and especially and first of all to her whose beneficence furnished the means for the erection of this beautiful building. In the discharge of the trust committed to us, and of the duties imposed upon us, we have felt at every step in the progress of the work that it was due to you that the funds placed in our hands should be carefully and wisely expended. Great caution was exercised in the adoption of plans and in entering into contracts. We desired to secure a full equivalent for all money paid. The measure of our success can best be determined by looking about you. We shall leave these walls and these rooms to speak for themselves and for us, and shall only say that we have done the best we could.

"You will pardon us for congratulating you upon the good judgment and rare wisdom which have guided you in the use of the abundant means which a kind providence has placed at your disposal. If those are blest whose works follow them after they have rested from their labors, surely those are doubly blest whose good deeds go before them while they are still able to labor.

"Permit us also to congratulate you upon the good work which you will continue to do, through and by means of the gift which has created this edifice, long after you shall have entered into rest. In all the coming years this structure, though mute, will speak to the young who shall gather here, lessons of truth, and beauty, and goodness; and it will greatly help to make the Students' Christian Association a perennial source of blessing, not only to the Normal School and the city of Ypsilanti, but to the whole grand commonwealth of Michigan."

The committee presented the building to the Association in the following language:

"We present this completed building to the association for which it has been erected as its future home. It is yours, in some sense for personal enjoyment, but in a higher sense as a means of service to your associates and to humanity. You will fail to comprehend the full significance and value of this beautiful gift of your generous benefactor if it does not inspire you to struggle for a higher life, and incite you to a more earnest



Mrs. Mary Ann Starkweather.

and vigorous activity in the work for which your organization exists. Increased means and facilities, whether material or spiritual, always bring increased obligations and responsibilities To whom much is given, of them may much be rightfully required. While, therefore, you have abundant reason to rejoice, let your joy be tempered and restrained somewhat by the weight of the added measure of accountability, and by a more profound consciousness of human weakness and of the need of Divine help. Remember that the disciple can do all things only through Christ Who giveth strength. We deliver to you these keys and the full possession of these ample and convenient rooms with confidence that you will, by their right use, honor her through whose beneficence they have been prepared, and the Master Whose you are and Whom you serve."

To the school as a whole the committee said:

"Permit us to say that while this building has been erected for the special use and service of the Association in its peculiar and appropriate work, it will stand as an important factor among the educating forces and agencies of the school. It represents an element that cannot safely be ignored in the instructing and training of the citizens of a free and self-governing community. It typifies the ethical and spiritual in our composite humanity. In an age much given to the material and temporal it means the distinct recognition of the authority of conscience, of the fact of human responsibility, of the binding force of a law higher than the constitutions of states or the enactments of legislative bodies It acknowledges a belief in a Supreme Ruler both of individuals and of nations, and a belief in a revelation of His character, His will and His purpose, not alone in the stars and the rocks, but in the institutions of the human soul and in the Divine Word It looks towards the development of the highest type of manhood and womanhood, that type which finds its perfect example and embodiment in the person and character of the Divine Man and the Teacher Who spake and taught, not as the scribes, but with authority from Heaven

A few words were spoken to the Board of Education. It was said:

"No funds of the State have been expended for the grounds or the building which adorns them These gifts come to you free of cost, without money and without price. It is only asked that you accept and care for this beautiful present so far as it shall need your fostering care

"We cannot refrain from congratulating you upon the sound judgment and true wisdom which can recognize the intimate and inseparable relation existing between the various elements and factors of man's complex nature The gymnasium stands as evidence of your estimation of the importance of the development and culture of the body The main

normal buildings, with their laboratories and libraries, bear witness to the value which you attach to the work of unfolding and training the intellect. This beautiful building is the outward and material sign and symbol of that in our humanity which is higher and nobler than the physical or the merely intellectual. It stands as a visible recognition of the æsthetic, the ethical, and the spiritual elements in our nature. Without the proper culture of these the education of the man, and especially of the teacher, is incomplete.

"While the State is wisely prohibited from making direct provision for religious education and culture, it can well afford to permit and to encourage private individuals to furnish means and facilities for such education at their own expense. Indeed by so doing the State is only fulfilling the obligation imposed upon it by the provisions of the famous ordinance of 1787—provisions which, according to Justice Campbell, constitute an unwritten but essential part of the constitution of every commonwealth organized out of the great Northwest Territory. In taking upon yourselves the charge of this gift, and in fostering and helping the association to which it belongs, you are simply recognizing in a practical way the truth of the declaration that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

The following is a part of the prayer of dedication:

"Our Father in Heaven, we Thank Thee for the kindly leadings of Thy providence which have caused the erection of this beautiful house, as a gathering-place and spirit-home for the Students' Christian Association. We thank Thee that the spirit of Christian beneficence prompted Thy servant to give of her means and to make it possible for this edifice to be built. We pray that Thy choicest blessings may rest most abundantly upon her. Continue to her, we beseech Thee, for a long time to come, health and strength, and that peace and satisfaction of soul which comes from a consciousness of good deeds done for the benefit of humanity and the glory of Thy Name.

"We have come together, our Father, to set apart to the purpose for which it has been erected, this house. We cannot make it sacred or holy, but we beseech Thee to accept it, to cause Thy favor and Thine especial blessing to rest upon it. Make it a means of great service and usefulness to the association to which it belongs, to the school with which it is connected, and to the whole commonwealth of which we are a part.

"Bless the school in all its interests and relations. Bless the Board of Education to whose care this house is committed. Bless this city in which we dwell, and the great State of which we are citizens, and the greater country of which the State is a part.

"And now we commend ourselves, our interests, our desires, and our hopes to Thee. Deal very graciously with us; day by day lift us up

into higher and purer ways of living; make us more worthy to be called thy children, and finally receive us into Thy kingdom above for the sake of Him Who gave Himself that He might redeem us from sin and evil, and make us sons of God."

Appropriate responses were made to the report of the committees, (1) by the President of the Association, Mr. Wilber, on behalf of the society, (2) by Hon. Perry F. Powers on behalf of the Board of Education, (3) by President Boone on behalf of the school. The address of Miss Paton on the history of the association is made a part of this article. It is possible to give only a very brief epitome of Professor King's address, although it is worthy of being reproduced in full. In opening she says

"The first Christian Association registered thirteen names—a leader and twelve disciples Simply organized with perhaps only two officers, no constitution or written creed, few regulations or by-laws, no equipment the association began the realization of a new idea, a new life. The outward manifestation of this new life was in no way peculiar. The members of the association were inured to daily toil which still went on. * * * * The association was bound together, one Lord, one spirit, one body. This association, organized nearly twenty centuries ago, and still holding its place among the evangelized agencies, will furnish us some suggestions helpful for the hour."

The discussion considered (1) the power of organization; (2) the significance of Christian association. Both topics were fully considered, and in such a way as to make clear the wonderful power of the religious and Christian organization.

"Spiritual life is not an isolated and solitary possession, but a citizenship in a spiritual empire. The Christian is born into an immense company, a new race. * * * * But look at St. Paul's figure. He sees the Christian not as one of a vast aggregate but as part of an organic whole—the body of Christ and the members in particular. The figure is a very strong one. * * * * There is need, never more than today, of a full, strong, masterful organization "

After treating, in a general way, of the power of organization, the significance of Christian association is pretty fully considered;

"Christian, the distinctive name of this society, is peculiarly suggestive both of the organization—the body of Christ—and of its work—the work of Christ. As a society in this school-community it is the means through which the Christian life of the community finds expres-

sion. Individual Christian life finds many avenues for itself in the churches of the city; but of the *common* religious thought, emotion, hope, love, life, there is but one organic form, the Christian Association. This body, then, is the measure of the religious power of the school. * * * * The Christian Association is the organ of the school by which its religious life is realized; it is also the organ of God through which Divine power becomes a practical working factor in the community. * * * * The nature of christian power is two-fold. In the gospel it is figured under the leaven and the mustard seed. It is a vital force. Its motions are unseen, save in effect. But again the same Christian power is not inaptly figured under St. Michael, the captain of the heavenly hosts, in whom is centered all the might and radiance of thrones, dominions, virtues, and powers.

"'The kingdom of heaven is within, but we must also make it without,' said Florence Nightingale * * * * To realize the kingdom within furnishes the principles of life. The Christian Association is the organ of the school by which its religious life is realized; it is also the organ of God through divine power and becomes a practical working factor in the community. Among some of the conditions by which the inner life becomes an outer force working among men, is unflinching honesty in dealing with known truth. If every member of this association could at this moment begin to do what he himself knows for truth, the kingdom of God would indeed appear among us and within us. You need moral enthusiasm. Can this day with the beneficient and never to be forgotten gift bring it? Can your prayers bring it? God grant that the hours be indeed a pentacost, and that you go in the strength of it for all days to come. Through you may He see the travail of His soul and be glad; through you may there come a strong, enthusiastic movement towards the Kingdom of Eternal Truth."

In order to possess and hold property it became necessary for the association to organize under the law of the State. In making this new organization neither the form of the society nor its purposes were essentially changed. Article first says, "This organization has corporate existence under the name of the Students' Christian Association of the State Normal School, located at Ypsilanti, Michigan."

The purposes of the association are to lead its members and others to an earnest study of the Scriptures; to a knowledge of Jesus Christ as their Divine Lord and Master; to an acceptance of His words as the guide of life; to strive after purity and uprightness of character and conduct; to promote Christian

fellowship and to incite to active, aggressive Christian work.

At the beginning of each school year the President appoints an Executive Committee of not exceeding twenty-five. Practically the committee controls the affairs of the society. Subcommittees are appointed with specific duties to perform.

The activities of the members of the association take on almost every possible form. A large number of Bible classes, both for ladies and gentlemen, are organized early in the year. Some of these are taught by members of the Faculty, others by advanced students, whose religious life seeks some method of doing good to their associates.

Starkweather Hall.

As already related, the home of the association will hereafter be the beautiful edifice built by the money so generously donated by the benevolent lady whose name adorns the building. The history of the erection of the hall has been given in the preceding pages in sufficient detail. It only remains to describe briefly the building itself. The outline of the building is irregular, but the length is about 62 feet and the breadth about 56 feet. The interior is so arranged as to afford most excellent conveniences for all the work of the society.

The body of the building is constructed of field stone; the tower, of Ionia sandstone surrounded by a band of ornamental brick. The roof is covered with tile The finish within is throughout of carefully selected hardwood. The walls are plastered and tinted so as to give a very agreeable effect. The main entrance is on the east side and presents a double archway leading into a waiting room from which access is had to all the rooms on the first floor. A stairway in the tower leads to the second floor. This floor, with the exception of a small room for the janitor, affords an assembly hall which accommodates four hundred persons. On the first floor there are six rooms, easily thrown together for receptions, socials, and other gatherings, when large numbers are to be accommodated. These rooms, when separated by

sliding doors, afford conveniences for Bible classes, committee meetings, and other small gatherings. The arrangements for serving refreshments are excellent, and a good kitchen is provided.

The whole building is furnished with both gas and electric lights, and when lighted in the evening presents a most beautiful appearance. The hall and all its surroundings presents an object lesson in that sort of beauty which elevates the soul, and opens the heart to the reflection which ever shines from the beauty of holiness.



Frederic Henry Pease.

CHAPTER XIII.

Music.—The Conservatory.

It has been the policy of the Normal School to have music taught as a regular study from the second year of its existence. The amount and quality of the work done have varied from time to time, but the idea has been kept prominently in mind that the students should have a certain amount of musical instruction and training every term. The regular teaching of music began in 1854, under the direction of Professor Albert Miller, a most excellent instructor. He gives the following statement of the condition of affairs at that time in the insitution:

"Up to the spring of 1854 the State Normal School had no musical department. I was invited to assist in organizing one, and to have charge of it. There were at that time, and indeed during the four years of my incumbency, no musical instruments of any kind in the building, a fact which made it exceedingly awkward to render teaching effective or interesting. Nevertheless we organized classes in vocal music, all of them starting with the first rudiments as laid down in Taylor's text-book, The Chimes. Students procured their own books, all other music I furnished myself, as there was no other provision made for that purpose.

"My directions from the State Board of Education were very meager; the only one I remember was to the effect that every student should be taught music and no one should be allowed to graduate who could not pass a satisfactory examination, even where it should be found that he had very inferior, or no singing qualifications at all. There was no exception to this rule. I remember the case of a young lady who applied for excuse from the music classes on the ground that she disliked, nay even hated, the sound of music. She was sent back to her seat with the comforting assurance that she was exceptionally susceptible to musical effect. The same person became a teacher in a school where she could not have been received except for the fact that she was found capable to teach music and to lead her pupils in singing. Among the more successful pupils in my department were many who besides the prescribed course

took lessons in harmony and composition as far as that was practicable without an instrument. There were also those who did commendable work in quartet and solo singing."

Professor Miller was an accomplished and successful teacher, and laid a solid foundation for the musical department. A considerable portion of his music was of the classical order, and was somewhat above the culture and taste of the pupils generally. Professor Miller closed his work in teaching music in the Normal in 1858. In that year Professor E. M. Foote, of Lockport, N. Y., was appointed to the chair of music in the school. Of Mr. Foote, Professor Pease says:

"He was one of that famous class of convention leaders who did so much to arouse an interest in music throughout our land. He possessed a fine, ringing voice, commanding presence, and other qualifications which a popular leader required. The change from the classical and somewhat severe work which had been done, to this light and pleasing study of songs of the day, was highly appreciated by the students and citizens, and proved conclusively that the first had been of too high an order, and was too far above the heads of the people. The music sung was descriptive, sentimental, patriotic, and told sweet tales of love and home. All this could not last, but it served its purpose of leading to better things; and Professor Foote will be remembered by the normal students of that time with love and thankfulness."

Professor Foote closed his connection with the Normal School in 1863, and was succeeded by Professor F. H. Pease, who has held the position of head of the department of music from that time to the present.

Of his early efforts, Professor Pease says:

"For several years the work was continued in the same popular line. But a great change was seen to be coming. Greater interest was everywhere manifested in regard to music, and more was being required of students who went out to teach, and a higher and better kind of music was more demanded."

In 1868 vocal music was made a part of the regular course of the school, and the work of the different grades was fully explained in the catalogues. Professor Pease says:

"In 1870 a full year was given to music. In 1875 an outline history of music was introduced, and a common school and professional course was instituted. In 1880 an art course was introduced in which vocal music was given a desirable place. As may be seen by the foregoing history the study of music was from the beginning increasing in impor-



Conservatory of Music, Erected 1864—1870.

USED FOR TRAINING SCHOOL U.S.T.S. 1943

tance, and was every year growing in interest and demanding more from the department."

The Normal Conservatory of Music was organized in 1881, chiefly by the efforts of Dr. Mac Vicar, the Principal of the school at that time. The following from the catalogue of that year explains the reasons for the organization of the conservatory:

"The course in vocal music in the Normal School is sufficiently long and thorough to prepare teachers to give the elementary instruction usually required in this subject in the public schools; yet there is a great demand for teachers who can do more advanced work as well. In view of this fact the State Board of Education arranged with the professor of music in the Normal School to organize and become director of the Normal Conservatory of Music. Thus associating with himself able and efficient instructors in the various departments of the science and art of music, and providing, without any additional expense to the State, ample opportunities to the students in the Normal School to pursue, to any desired extent, the study and practice of vocal and instrumental music".

In 1882-3 a special course with music was arranged in the normal, and this course, with modifications and additions, has continued to the present time. The courses in the conservatory are now essentially as follows, as given by Professor Pease:

"The Faculty of the Conservatory consists of fourteen members, of which the following is a list:

PIANO.

Miss Lulu M. Loughray. Miss Myra L. Byrd.
Mrs. Jessie P. Scrimger. Mr. John Whittaker.
Mr. F. L. York. Herr Herman Brueckner.

ORGAN.

Mrs. Bertha Day-Boyce. Miss Georgia M. Cheshire.
Mr. Frederic H. Pease. Mr. John Whittaker.

VIOLIN.

Miss Abba Owen. Herr Herman Brueckner.

VIOLONCELLO.

Mr. Henry W. Sampson.

VOICE CULTURE AND SINGING.

Miss Myra L. Byrd. Miss Carrie Towner.
Mr. John Whittaker. Mr. Marshall Pease.
Mr. and Mrs. Frederic H. Pease.

ITALIAN.

Professor August Lodeman.

The Conservatory offers courses in piano, organ, singing, violin, violoncello, each course three years in length; and a two years' public school course; and a two years' theory course. A new course has just been added for music and drawing, this being really a normal school course, the music being taken in the conservatory. The present senior class numbers twenty-five, the largest since the organization of the department. Seven pianos are in use, and a large organ in the assembly hall. Many students take studies both in the conservatory and in the college.

The pupils number on an average from 150 to 200, not including those who come from the college for music alone. The studies are music and drawing; elementary music and sight-reading; advanced classes in elementary music; teachers' course for public schools; harmony and counterpoint; musical form and composition, history of music; voice culture aud singing; in instrumental music, piano, organ, violin, violoncello.

The conservatory has had a very prosperous life, and grows more and more prosperous."



Austin George.

CHAPTER XIV.

The Michigan State Normal School in the Civil War.

(AUSTIN GEORGE.)

When the war of the Rebellion broke out, the Michigan State Normal School had been in operation but eight years. The last half of this time was a period of great political excitement. The aggressiveness of the slave power had aroused the conscience of the North. Threats of rebellion and mutterings of war were borne from the South, but people did not believe a civil war probable or possible. All optimistic notions were, however, rudely and quickly dispelled by the firing on Fort Sumter. The great North rose up almost as one man, and put forth its strength and lavished its resources for the preservation of the Union. How the State of Michigan did its duty, is a matter of history. How municipalities and neighborhoods and communities behaved, is told in local annals and traditions which will ever be handed down as a local pride and inspiration. How the schools and colleges of the land heaved and throbbed with emotion, and how the fires of patriotism glowed and burned in the hearts of the students, may be imagined, but can hardly be portrayed in sober speech. The excitement among citizens was exhibited in an intensified form among students: they were young and excitable; they regularly assembled day by day—they did not need to be called together; they were warmed by constant personal contact and kept at fever heat. The Normal School was no exception. It was grandly in line with other institutions, and nobly it did its duty.

I entered the Normal in the fall of 1859, and was a student in the institution when the war began, and had personal knowl-

edge of the school during the entire war period; and it is now given to me to present a brief account of the part borne by our school in the great conflict.

To realize the condition of the student mind at that time, let us pass in brief review some of the stirring events that happened in quick succession. October 16, 1859, John Brown made his raid into Virginia to liberate the slaves; he was captured on the 17th, tried and convicted October 29th, and hanged Dec. 2. The Democratic party split on the slavery question in April, 1860, the southern wing nominating Breckenrige, and the northern, Douglas. Abraham Lincoln was nominated by the Republicans in June, and a heated canvass terminated in his election in November. Dec. 20th, South Carolina seceded. In January, 1861, the steamer Star of the West, bearing reinforcements to Fort Sumter, was fired on. February 8th, six states organized the Southern Confederacy, and the next day Jefferson Davis was chosen Confederate President and Alexander Stevens Vice President. On entering office Stevens made a speech stating that slavery was to be the corner stone of the New Confederacy. The Southerners now seized national custom houses, arsenals. munitions and ships of war. Lincoln was inaugurated March 4th. March 5th, commissioners from the Southern Confederacy arrived in Washington to open negotiations for a separation. The surrender of Fort Sumter was demanded April 11th, it was fired on April 12th, and surrendered April 14th. April 15th, President Lincoln issued a call for 75,000 men. On the 17th Virginia seceded. April 19th, a Massachusetts regiment going to Washington in response to the President's call, was attacked in the streets of Baltimore, and the first blood of the war was shed.

Meanwhile exciting events were occurring in our own State. January 1st, 1861, Austin Blair was inaugurated Governor. In his message he discussed in no uncertain manner the affairs of the nation in the light of coming possibilities. The following sentences show the spirit of the message:

"Secession is revolution, and revolution in the overt act is treason and must be treated as such. The Federal Government has power to

defend itself. I do not doubt that that power will be used to the utmost It is the question of war that the seceding States have to look in the face. They who think that this powerful government can be disrupted peaceably, have read history to no purpose. * * * * Most deeply must we deplore the unnatural contest. On the heads of the traitors who provoke it, must rest the responsibility. In such a contest the God of battles has no attributes that can take sides with the revolutionists of the slave States."

February 2d, the Legislature passed a joint resolution declaring the adherence of the State to the government of the United States, and pledging and tendering to it all the military power and material resources of Michigan. April 2d, Governor Blair issued a proclamation calling the Legislature for special session on the 7th of May.

In the President's call of April 15th, Michigan was assigned to furnish one regiment of infantry. April 16th, the Governor called for ten companies of militia, and directed the Adjutant General to accept the first ten companies offered. The response was instantaneous. Two companies were accepted from Washtenaw county,—one from Ypsilanti, and one from Manchester. Into this regiment went several Normal boys. James N. Wallace, William Widdicomb, John W. Horner, and others; and Charles T. Allen from the High School; while several who sought to go were shut out because the companies were full The war fever ran high among the Normal students, and at a meeting of the Lyceum the next Friday evening, E. P. Allen stated that he learned from his brother that the Manchester company could take three more men. Morgan and Stanway at once volunteered to go with Allen to make up the number. The boys made solemn speeches bidding farewell to Normal scenes and friends, and started the same night for Manchester; but the next Monday saw them back in Ypsilanti, the company having reached its limit of men before they arrived. Stanway finally succeeded in getting into the 1st regiment These three men all subsequently became Captains. The organization of the 1st regiment was completed April 29th. It was mustered into the service of the United States May 1st, left Detroit May 13th, and arrived in Washington May 16th, being the first western regiment to reach

the Capital, where they were received and reviewed by President Lincoln and General Scott, and addressed by the President. April 26th, the Governor called for the 2nd regiment, which was mustered in May 25th and left for Washington June 6th. The 3rd regiment was mustered in June 10th. The 4th regiment was mustered in June 20th, and of this Jonathan W. Childs, an old Normal student, was Major. Before their three months' service had expired, the 1st began reorganizing as a three years regiment, in which George P. Sanford, Normal graduate 1856, was Captain.

After the disastrous battle of Bull Run matters were somewhat quiet on the Potomac for nearly ten months; though there was activity in the west under Grant, and along the Atlantic coast operations were actively carried on by Burnside and the navy. During this time twelve new regiments of infantry had been organized, seven of which were sent to the west, and five to the east; and four regiments of cavalry had been formed.

May 29th, 1862, an order was given to organize the 17th regiment of infantry. The Peninsular campaign was under way, and as it progressed during the month of June, excitement throughout the country increased. On the 30th, the Governors of New York, Pennsylvania and Michigan united in a memorial to President Lincoln to call out men enough to crush the rebellion; and on July 1st, the President issued his call for 300,000 men, and Governor Blair soon issued orders for raising seven more regiments of infantry and four of cavalry. The excitement increased day by day. The Normal was still in session, as the summer term did not close till July 18th. The war feeling among the students became more intense. War meetings were held, and at one of these it was suggested that as so many students talked of enlisting, it would be a good plan to organize a Normal Company. On July 15th, the State Board of Education passed the following:

"Resolved that leave of absence be given to any member of the institution who may wish to enlist in the military service of his country in the present war for the preservation of the Union.

The idea of a Normal Company "took;" but in the midst of the excitement the school closed and the students left for their homes, with no organization perfected.

It was my fortune to reside in Ypsilanti at that time, and being thoroughly aroused on the subject, I assumed responsibility to hang out the flag and open a recruiting office at Kinne & Smith's book store on the north side of Congress street. A circular letter was prepared and mailed to the boys all over the state. Responses came quickly, in person. David S. Howard of Pontiac was the first, James T. Morgan of Muskegon, the second, while Mathews, Safford, Billings and others, came in rapid succession. Many of the Normal boys were, however, drawn into their own home companies, for regiments were forming in every congressional district. The company was soon full. It was made up of three parts: the first composed of Normal students who enlisted directly in the company; the second, of men enlisted by Morgan in Jackson county; the third, a body of about 30 men enlisted by Gabriel Campbell in Washtenaw county before and while the Normal Company was forming, and which he induced them to enter. Campbell had graduated from the Normal in '61, and was a student in the University during the academic year of 61-62, as was also Delos Phillips.

The full number of men being secured, the company organized by the election of officers, after which the roster was as follows:

Captain, Gabriel Campbell.
First Lieutenant, Thomas Mathews.
Second Lieutenant, James T. Morgan.

First Sergeant, Delos Phillips.
Second Sergeant, Benjamin D. Safford.
Third Sergeant, George W. Hough.
Fourth Sergeant, John S. Maltman.
Fifth Sergeant, John A. McDougall.

First Corporal, William C. Weir.
Second Corporal, Salmon E. Haight.
Third Corporal, G. Myron Hawley .
Fourth Corporal, David S. Howard.
Fifth Corporal, Henry C. Clark.

Sixth Corporal, George W. Harmon.
Seventh Corporal, Philo M. Lonsbury.
Eighth Corporal, Fred S. Webb.

Fifer, James C. Leggett.
Drummer, William Weeks.
Wagoner, J. Michael Breining.

PRIVATES.

1 William H. Arndt,
2 Foster Ames,
3 Samuel F. Aulls,
4 Edwin A. Bush,
5 Augustus T. Billings,
6 Wm. H. Brearley,
7 Henry D. Burr,
8 Henry Brander,
9 Arthur W. Chapman,
10 Silas W. Chapman,
11 Charles J. Cady,
12 William L. Dorr,
13 William T. Daines,
14 Herbert Deuel,
15 Gregory C. Dibble,
16 Seth E. Engle,
17 William H. Eckler,
18 Robert Fleming,
19 Oscar Foster,
20 William Ferrier,
21 Hayes C. French,
22 Pyron V. Fellows,
23 William Farnell,
24 Thomas W. Gretton,
25 Edward A. Haight,
26 Henry Hardy,
27 Dan G. Hopkins,
28 Francis J. Hotchkin,
29 Alfred Hardy,
30 Charles C. Huttenlocker,
31 John Horning,
32 Monroe E. Hillman,
33 George P. Hathaway,
34 Henry H. Hudson,
35 Austin Herrick,
36 George H. Hopkins,
37 George D. Herrick,
38 Robert C. Irwin,
39 Charles H. Jones,
40 Lucian M. Jones,
41 Francis E. King,
42 Andrew J. Kelly,
43 Alonzo Lewis,
44 Benjamin C. Lewis,
45 John M. Lawrence,
46 Herbert M. Lonsbury,
47 John H. Marvin,
48 Schuyler Mc Fall,
49 Daniel Mc Fall,
50 Harrison Mc Fall,
51 Walter B. Maxfield,
52 Stuart C. Moon,
53 Squier Mathews,
54 George W. Mc Michael,
55 James Masters,
56 John Mason,
57 Gilbert B. Peck,
58 Thomas Parr,
59 Ralzemond A. Parker,
60 Webster Ruckman,
61 William H. Sweezy,
62 Delevan D. Slack,
63 Irwin Shepard,
64 Albert S. Smedley,
65 Grove Sevey,
66 Ruggles M. Stiles,
67 Theron A. Stevens,
68 Heman B. Sturdevan
69 Seth H. Tolles,
70 Martin C. Thorn,
71 L. Freeman Thomp
72 Robert E. Vining,

PRIVATES.

73	Jacob Wash,	79	Theodore E. Wood,
74	Alfred F. Wilcox,	80	William A. Woodard,
75	Jonathan M. Wood,	81	Robert T. Wheelock,
76	Venony Watson,	82	John L. Yaw,
77	Hiram H. Webb,	83	Alexander Mc Kinnon.
78	Andrew J. Wood,		

While not composed entirely of Normal students, it was appropriately named the Normal Company: it originated at the Normal; all 3 of the Commissioned officers, 4 of the 5 Sergeants, 4 of the 8 Corporals, and nearly one-third of the men were Normal students, while 7 of the Normal soldiers brought brothers into the company who had not attended the Normal. Several students from the Ypsilanti High School, or Seminary as it was then commonly called, also joined the company; also three former High School students who were then studying in the University—thus materially increasing the student element. In April, 1864, several recruits joined the company, among these was Jacob Engle, a Normal student. Not being eligible to military service I could not regularly enlist and be sworn in, but entered the organization as company clerk and remained in the service four months, doing duty at the front as regimental post-master and clerk at brigade and division headquarters.

The recruiting and organizing of the company made stirring times in Ypsilanti. It was at first expected that Professor Sill would take command of the company, but he considered that inasmuch as it was a student organization the offices and honors of the company should properly go to students. He then raised a fund by subscription and purchased a sword, belt, and sash for the commander of the company, which he presented to the Captain in a handsome speech at Hewitt (now Light Guard) Hall. On this occasion each member of the company received some gift from the ladies of Ypsilanti; mine was a pocket edition of the Testament and Psalms, with the name of 'Louise Loveridge' written inside the cover. This little book I carried through the Maryland campaign, and I still retain it as one of my treasures. The Sunday before we left Ypsilanti the company attended the

Methodist Church in a body, and the pastor, Doctor B. F. Cocker, afterwards Professor in the University, preached an eloquent and appropriate sermon. At the close of the service the boys stood up and sang "We are coming, Father Abraham, six hundred thousand more," Safford taking the solo, and it can be said literally, that there was not a dry eye in the house. It may be remarked here that singing was ever a strong feature with the company. Apropos of this, Captain Campbell writes me:

"On the way to the front how magnificently they sang at Pittsburg after supper in the Market Hall, and what an ovation the boys had from the ladies at the depot! The singing of the company was known far and wide—called to be choir not only for regimental services, but for brigade and division as well. How charming the voices of the quartet used to ring out through the evening—Larboard Watch, for instance; or the voices of many in, Nearer, My God, to Thee, in the weekly prayer meeting 'under the pale stars'!"

The company proceeded to Detroit in August, was mustered in on August 19th, and assigned to the 17th Infantry as Company E, and left for Washington, August 27, 1862. The regiment was encamped at one of the outlying forts, but Company E was stationed at the Navy Yard bridge as guard, and was there during the second battle of Bull Run and the battle of Chantilly, August 30th and September 1st. The cannonading at the front was distinctly audible, and wounded men and fugitives were soon seen in the streets of Washington.

The rebels now crossed the Potomac and invaded the North. Our regiment was attached to the 1st brigade, 1st division, 9th corps, and was almost immediately sent into the Maryland campaign. September 13th the regiment marched through Frederick City, which Stonewall Jackson had occupied but a day or two before, and where the Barbara Frietchie incident is reported to have occurred. On the next day, Sunday, September 14th, only a little over two weeks after leaving Michigan, the regiment received its "baptism of fire" in the battle of South Mountain. A magnificent and successful charge was made on the enemy posted behind stone fences, and the regiment was known thereafter as the "Stonewall Regiment." In this battle the regiment lost 27 killed and 114 wounded, out of less than 500 actually engaged,

and it captured nearly 300 prisoners. Company E lost 4 killed and 1 mortally wounded. Among the badly wounded were two Normal students, David S. Howard and Lucian Jones. McKinnon was among the killed; his case is peculiarly sad and demands a special record. Brearley writes me in regard to him:—

"When I was at the Normal in 1861, I had as my seat mate Alexander McKinnon. My age then was 14, and he was two years older. He tried to enlist with us, but could not be taken as our number was complete. Although the company was full, he went with us to the barracks at Detroit and, as you know, tried to get in, and would not leave us; and he finally got accepted as a substitute for Stiles, who was taken sick and discharged. We walked and talked and slept together on the way all along from Washington to South Mountain He said he didn't expect to live, but that he thought it was his duty to give his life to his country You must know all about this, and yet you didn't know him personally to such an extent as I did, nor know how sweet and patriotic a spirit he had. He was by my side at South Mountain, and when he fell, I stopped for a moment beside him to see if he was dead, and then went on He was instantly killed. I did not see him afterwards. My eyes fill with tears as I think of him. No loftier or purer life went out that day on the slope of South Mountain, than that of dear McKinnon. His name and memory cannot be too highly honored by the Normal of today"

When the regiment moved on, I was left in charge of the burial party, and I saw McKinnon's body placed with the 26 other Michigan dead in one long grave, and marked the spot with a head-board for each.

On next Wednesday, September 17th, was fought the great battle of Antietam, in which the 17th, with diminished numbers, lost 18 killed and 87 wounded. The loss in Company E was 4 killed, including two Normal boys, Marvin and Ruckman, and Fred S. Webb was mortally wounded.

Many incidents illustrate the hardship and distress of the war in which our regiment was so soon immersed. In the company, as is shown by the roster, were several pairs of brothers. These ties of blood relationship were naturally a source of keen anxiety; but they aroused a watchful care and attention at all times, and secured a tender and loving service when the sufferings and calamities of battle befell a brother. Dan G. Hopkins,

desperately wounded at South Mountain, was tenderly nursed by his brother George. The following may receive special record: At the battle of Antietam, Fred S. Webb and E. A. Haight were severely wounded—each being struck squarely in the forehead by musket balls. Their brothers were allowed to take care of them as they were moved from place to place. On the news becoming known in Michigan, Doctor Webb hastened to the front in search of his son. He came to the camp of Company E, and throwing his arms around Captain Campbell, exclaimed in anguish, "Where are my boys?" He was given all the information possible and started on the trail of the wounded. He soon was on the track of two brothers, one wounded in the forehead, the other caring for him. What was the Doctor's amazement when he came up with them to find that he had been following the Haight boys. They, however, gave him some clue and ultimately his boys were found. The Doctor was given an appointment as Hospital Surgeon and remained with the boys. The sad vicissitudes of war are well illustrated by these cases: Hopkins and Webb died of their wounds; Ed Haight recovered; but his brother Salmon, who cared for him on the field and in the hospital, was stricken with typhoid fever and died at Falmouth, Va.

After Antietam the regiment encamped in the vicinity, and was present when the army was reviewed by President Lincoln. Towards the last of October the regiment crossed the Potomac into Virginia and started on the march to Falmouth, opposite Fredericksburg, where it encamped November 18th. On this march Professor Welch, Principal of the Normal, visited Company E, at a place called Waterloo. This was an event in the life of the company, which one of the boys describes to me in a recent letter:—

"I remember we were stopping for three or four days, and he was disappointed at not witnessing some fighting, and expressed a wish to take a gun and go in with the boys, if such an occasion occurred while he was there. The evening before he was to leave we had a 'spread,' with singing and speeches. Morgan gave me his horse and I went out three or four miles and 'found' some potatoes and chickens. Other boys also foraged. Rubber blankets were spread on the ground for tables, around

which we sat like Turks and had our banquet, while an outside rim of spectators were interested admirers of the occasion. The Professor again spoke of his desire to be with the company in actual fighting, and had hardly more than finished speaking when the long roll beat, as we heard some picket-firing. Everyone sprang for his gun, and the Professor soon rigged himself up in the accouterments of a soldier who had that day gone away sick. I well remember how comical he looked,—so little, with a silk hat on, and a belt, and a gun! He turned in with the company, and was as good as his word. Fortunately, it proved to be only a scare, and no further test of valor was required.*

Dec. 12th the regiment crossed the Rappahannock for the battle of Fredericksburg and was assigned a position about midway between the river and Marye's Heights, where the heaviest fighting occurred. It lay under the artillery fire, but was not actively engaged, though expecting every moment to be ordered to charge.

In February, 1863, the regiment began a famous journey. It went to Aquia Creek, and thence to Newport News opposite Fortress Monroe, where it remained one month, to a day. March 19th it embarked up the Chesapeake for Baltimore; thence by Baltimore and Ohio Railroad to Parkersburg, W. Va.; thence by steamboat down the Ohio River to Louisville, having a sunny delightful trip; on the 28th it marched to Bardstown; April 3rd to Lebanon; then to Columbia; then to Jamestown, just south of which, at Horse Shoe Bend, on May 10th, the 20th Michigan had their first real fight—Co. E being witnesses. (Co. E had desired to go out in this regiment.) The 9th corps having been ordered to reinforce General Grant in Mississippi, the regiment left Jamestown June 4th, post haste for Louisville. The weather was hot, and the forced march was very severe, covering 33 miles in one day. Proceeding by rail through Indiana and Illinois to Cairo, and by the Mississippi River to the Yazoo, the regiment disembarked, and went into camp near Haines' Bluff, Miss. June 22nd, it went to Milldale, a few miles back and directly east of Vicksburg, and there engaged in erecting fortifications to keep General Johnson from attacking Grant in the rear.

*Maltman and Brearley each sent me an account of this -one from Los Angeles, Cal., the other from New York City; these accounts, given thirty-seven years after the event, differ only slightly in substance. (A. G.)

July 4th, after the surrender of Vicksburg, the regiment joined the advance on Jackson, the capital of Mississippi, arriving before the town on the 10th, after several skirmishes. Johnson fled to the east. Returning to Milldale, the regiment took steamer Aug. 3rd for Cairo; thence by rail to Centralia, Ill.; thence east to Cincinnati; thence south to Nicholasville, Ky., stopping a couple of weeks at Camp Parke. Of this camp one of the boys writes:

"It was the finest we were ever in. Farm products abounded, and we lived for two weeks on the fat of the land."

Thence the regiment went to Crab Orchard, Aug. 24th. The 17th Infantry had thus traveled over 2,100 miles during its first year, and the division was facetiously called "Burnside's Class in Geography."

Soon orders came for each man to take 15 days' rations on his person, and for the rest,—"to live on the country." The regiment now engaged in the movements made by the Army of the Ohio into East Tennessee in September and October. It passed through Cumberland Gap, where the scenery was wild and mountainous. While somewhere up in these mountains, two of the Normal boys had a little experience which was told to me as follows:

"One day Irwin Shepard and Will Brearley got a meal at a 'cracker's' cabin, which consisted of bacon swimming in a dish of gravy, and of corn pones. The woman of the cabin put her guests at ease,—breaking off a bit of corn bread, and reaching over to the center of the table and stirring it about in the gravy and then putting it in her mouth, she said: 'We uns haint got no butter, but you uns can wobble your dodger in the ham-fat.' As imitation is ever the subtlest form of flattery, and as a Normalite could never be anything other than the soul of politeness, they took her suggestion, and followed her example."

The regiment arrived at Knoxville Sept. 26th, and in a few days was loaded hurriedly on the train and sent to Blue Springs. Here was a skirmish, and then an assault on a rebel position armed with wooden guns; but the position had been deserted during the night. The regiment returned to Knoxville Oct. 14th, and on the 20th marched via. Loudon to Lenoir Station, and went into camp till Nov. 14th, when it marched to the Tennessee River below Loudon to oppose the advance of Longstreet, who

was moving on Knoxville. It lay under arms during the night, and on the following morning began falling back on Knoxville, 32 miles, with Longstreet at its heels. Of this retreat Brearley writes:

"Our regiment was made rear guard, and Cos. E, I, and K were detailed as skirmishers. Cos. I and K were held in reserve, and Co. E was deployed. Capt. Swift had charge of the line. I happened to be near the center of the company, and was told to keep the middle of the road, and the others to guide on me, right and left. This was Nov. 16th, and our duty that day was a desperate resistance to overwhelming numbers, who crowded us back eight or nine miles towards Campbell's Station. It was as severe as South Mountain. Our company was for a time alone, then we formed on the regiment; and then it was our regiment alone for a time; then our regiment had six or seven regiments to hold in check until we got back to where our brigade with artillery there in waiting; then back to Campbell's Station where all the rest were with 48 cannon, and where Longstreet tried to crush Burnside by assault, and was repulsed several times. It was a desperate fight. Here Capt. Mathews and Serjt. Maltman were wounded, and Capt. Morgan was taken prisoner. That night we retreated to Knoxville, 17 miles, and on the morning of the 18th of November, the siege of Knoxville began and lasted till Dec. 5th, when Longstreet abandoned the siege and fled to Virginia. Starvation, constant fighting, etc., made this a memorable epoch of our experience."

On the night of Nov. 20th, the regiment was ordered to go out from Knoxville and burn a house occupied by rebel sharpshooters, who were annoying our men. The New York Tribune contained an account of this, under the heading "Brilliant Sortie of the 17th Michigan." It said:

"The work was handsomely accomplished, and the house was set on fire. They then fell back, but as the light of the burning building burst forth, it revealed the position of our men as they were deploying into the road, and the enemy swept their ranks by discharges of shell and solid shot. The object was accomplished, though after the sacrifice of valuable men, and the Michigan boys deserve much praise for the handsome manner in which they executed their task."

Irwin Shepard, late president of the Winona, Minn., State Normal School, now permanent Secretary of the National Educational Association, was in the little squad of "burners." For his personal valor in this campaign Shepard received a Congressional medal.

The regiment remained in the vicinity of Knoxville during the winter, suffering much from the want of shoes, clothing and supplies, and some of the time living on quarter rations. But nothing could dampen the ardor of the troops to such a degree that they could not find something humorous. Word had come that Capt. Morgan was in Libby Prison. He had occasionally written letters to the Detroit Advertiser and Tribune, and on Jan. 1, 1864, a new correspondent took up the pen as follows:

"As your former correspondent of the brigade ('J. T. M.') has had the misfortune to 'fail to connect,' in other words has been captured, and is now paying his *devoirs* to Miss 'Libbie Prison,' perhaps you will consider it no intrusion if another—an old friend—takes up his fallen mantle," etc., etc.

March 22nd, '64, the regiment commenced its march back over the Cumberland Mountains to Nicholasville, Ky., accomplishing the 186 miles in ten and a half days. Thence it proceeded by rail to Annapolis, Md., and marching with its division via. Washington and Alexandria, it again joined the Army of the Potomac near Warrenton Junction, Va., for the terrible campaign of 1864. On May 6th, it was engaged in the battle of the Wilderness, losing 7 killed and 39 wounded. One of the Normal boys writes:

"It was a very severe day; we lost heavily, and it was very trying from the heat and the suffocating smoke from the woods on fire."

On May 9th the regiment made a brilliant charge, stampeding an entire brigade and capturing nearly a hundred prisoners, without losing a man. But war's vicissitudes are many, and they are sudden and sharp, and on May 12th, at Spottsylvania Court House, the regiment was completely surrounded in a dense wood, and was well nigh annihilated, losing 23 killed, 73 wounded, and 93 taken prisoners out of a total of 225 engaged. Phillips, Safford, Maltman, and others were captured here. May 16th Gen. Wilcox, who commanded the division, detailed the entire surviving lot to act as "Engineers," and get a rest from active duty for a time. The regiment served in this capacity for the remainder of the year. It moved with the corps to Cold Harbor and across the James River to the front of Peters-

burg, building bridges and doing other engineering work, sometimes under exciting circumstances of artillery fire, etc.

The siege of Petersburg lasted from June 17th, 1864, to April 3rd, 1865. On March 25th, the rebels captured Fort Steadman, and in its re-capture Major Mathews took the regiment, composed of but 80 men, and made a vigorous and successful charge, capturing 65 prisoners. April 2nd occurred the final assault on the works of Petersburg, in which the 17th acted as reserve. That night Petersburg and Richmond were abandoned, and Lee started for Appomattox, where he surrendered April 9th. The regiment now did Provost duty for two weeks in the country beyond Petersburg, and on April 23rd at 11 a. m. it began the welcome homeward march, arriving that night within 6 miles of Petersburg, a distance of 27 miles; on the 24th it moved to City Point, and the next day embarked on transports for Alexandria. On the 29th it marched via. Washington to Tenallytown, Md., and remained in camp until May 23rd, '65, when it took part in the grand and memorable review of the Union Armies at Washington. It returned to Tenallytown, where it was mustered out June 3rd, and started for Michigan the next day, arriving at Detroit June 7th, where it was paid off and discharged.

Rank of the Normal Company.

The relative rank of Company E as compared with the other companies of the regiment may be seen from the following:

The total membership of the regiment was 1079 officers and men, including recruits received during the war.

The original membership was but - - - 982.

The number killed in battle was 89 for the 10 companies.'

Co. E lost of this number - - - - 13.

In specific engagements the record stands:

At South Mountain, the Regiment lost - - 27 killed.

Co. E lost - - - - - 4 killed.

At Antietam the Regiment lost - - - 18 killed.

Co. E lost - - - - - 4 killed.

At Campbell's Station the Regiment lost - - 7 killed.

Co. E lost - - - - - 3 killed.

All of which would indicate that the Normal Company gave a good account of itself and did its full duty.

War Experiences of other Normal Students.

From the number of reports that have been sent to me of the deeds and experiences of Normal students in the war, I have made such selections as may be considered typical. Foremost, of course, stands the experience of the organization known as the Normal Company, which I have already described. Three individual experiences will now be given; these exhibit various phases of army life, and show us what Normal students did and suffered in the service of their country. And when we reflect that these deeds and these experiences are not singular, nor peculiar to Normal students, but were thousands of times repeated by organizations and individuals in all the different armies of the Union, we may form some slight conception of the efforts put forth and of the sacrifices made 'that this government of the people might not perish from the earth;' and we may be led to form some estimate of the worth of a country that could inspire such heroic service.

I

When the Second Infantry was forming, Alfred N. Beal, of Northville, a Normal boy, went to Detroit to look about and decide in what company to enlist. His army experiences are recorded in his home letters, from which I make extracts as follows:

"MAY 21, 1861. I have joined the Kalamazoo Co. K, and am well satisfied with my choice. The officers are gentlemen and wish such in their company; but of course there are some rough ones. I am perfectly satisfied with the position I have taken on the war question, and though others may have doubts about duty, I have none.

MAY 23. Our company is more than full. Had a sifting today; whether for the better or not I can hardly tell, though the loafers are fewer. I am retained, though some who have been here a good while were rejected. I hear that our company is called the 'Christian Company.'

MAY 24. We were partly mustered in, when our captain stepped forward and ordered that we stop mustering. He gave no reason; but we afterwards learned that it was because one of our lieutenants was being thrown out. Next day the captain had us muster, and said that none of [illegible] were to be picked off till they fell in battle. So goes our pri-

MAY 26 This is my first Sabbath among soldiers We arose at the usual time; marched out to the parade ground; roll was called, and copies of the New Testament were distributed; the captain made an excellent speech on the presentation

JUNE 8. Arrived in Harrisburg this afternoon somewhat tired, having been traveling two days all the time, except when standing in the streets with all our goods and effects on our backs, waiting our turn. But we have been a hundred times paid for all the fatigue. Our reception could not have been more enthusiastic and cordial had we been returning home triumphant It seemed a sort of gala day with the Ohio people when we passed through that State, they appeared to be dressed in their best, and ranged along the railroad track, saluting, and cheering, and kissing their hands At Hudson the cars had hardly stopped before they were besieged by cadets in uniform, with baskets of cakes, pies, biscuits, cheese, pickles, etc They came very acceptably, you may believe, as we had eaten nothing but pilot bread and salt meat since leaving Detroit, except coffee at Cleveland

WASHINGTON, JUNE 10 We heard at Harrisburg that our passage through Baltimore would be opposed, as the 1st Michigan boasted so much about getting through, but I saw no disturbance, except at a point about five miles before reaching the city. Some villians there tried to pull up the track, and several were shot When marching through the streets of Baltimore I could not refrain from touching my hat to the ladies when they saluted us and said, 'do your duty' I answered, 'we will try.' And as I was at the end of a platoon, and nearest the crowd when marching by platoon, I heard many remarks Some Baltimoreans laughed when our boys told them that we expected a fight when we passed through the city, yet I think the mob there treacherous and uncertain I look upon our passage through Baltimore in the night as quite hazardous; it was something no other regiment had done. The day after we arrived in Washington, we were at liberty, and went to see places of interest. We were reviewed by the President and General Scott. We know nothing of how long we shall stay here, but expect to stay three or four weeks. Several of us went in bathing in the Potomac the other day, and it became a strife to see who would first land in Virginia, and your humble servant was the first to arrive and hurrah for the 'Flag of our Union,' on the Virginia shore

CAMP WINFIELD SCOTT, JUNE 25.—Northern money will pass only at a discount. State Bank of Michigan 12½ per cent; Indiana, 10 per cent. I had a New Jersey bill which passed at par There has been some talk that we were to be assigned the first post of honor,—either to guard the navy yard at Washington, or to lead the army in Virginia.

JUNE 29.—Have visited the Smithsonian Institute, also Mount Vernon. I may attempt description at another time.

JULY 7.—Went to Washington yesterday and secured plenty of reading matter; bought a 'Philadelphia Press.'

JULY 8.—Last night we heard that Gen. Patterson's command had encountered the enemy in Virginia, and was driven back with great loss. We know not what to believe. The 1st Massachusetts regiment, one of our brigade, went by this morning bound for Virginia."

Beal's regiment soon crossed into Virginia, and serious business now began. The regiment had a slight engagement at Blackburn's Ford on the 18th; was not actually engaged at Bull Run on the 21st, but had the honor of covering the retreat of the Union forces from that disastrous field. In a letter of July 23rd, Beal describes these two engagements as he saw them:

"Our cannons had been slowly firing for a half hour. We marched into a field and the stars and stripes were carried to the front and waved from the top of a hay stack. We were maneuvered about, expecting every minute to be led into battle. We were placed on a hill within reach of the enemy's bullets which whistled about us; cannon balls came plowing the earth near us. We were afterwards placed in the rear of a battery to support it, and then cannon balls came screeching near us. An old Crimean soldier in our company said it required more courage to stand where we were than it did in active engagement; the suspense was awful. We were kept in this position till 5 p. m., when we withdrew to Centreville about three miles away. That night we stayed on the field. The next night our company held a house in an adjoining portion of the field so that the enemy could not plant batteries there. We were so near the enemy that our pickets, hidden in bushes, could hear theirs talk.

"Sunday morning about 8 o'clock our batteries commenced firing; but the fiercest fighting was off on our right, near Manassas Junction. That night we, for no good reason we think, made a retreat,—a shameful, disgraceful retreat. The officers may try to stave the disgrace upon us, but there was no panic among the men that we saw; but there seemed to be imbecility of officers. Our regiment stayed till left alone, and then retreated. We had heard all day that our men were driving the enemy on the right of us where most of the fighting was; and at about 5 p. m. there were heavy volleys of musketry on our left. We were told that the rebels, about four thousand strong, were trying to break our lines and make good their retreat, or attack us in the rear, we knew not which. Our artillery opened on them and we started on the double quick to help drive them back, when we saw others retreating and were called back and obliged to follow them. We
erhaps we were to make a circuit and head them off, or fall back
into the open fields and spend the night. We did stop about
id drew ourselves up into line of battle, and stayed there
ile the rattling of wagons, the commands of officers, and

the tramp of men, told us that the others were retreating. When we were left alone, we followed. When we arrived at Arlington Hights at 10 p. m. the next day, after a round-about march of 40 miles without stopping to eat and through a drizzling rain, we realized that we had been on a retreat."

In the winter of 1861-62, as a result of exposure on picket duty in very severe weather, Beal took cold, and was very sick with pneumonia in the regimental hospital. His health was permantly impaired, and on April 3rd, while on the march to Yorktown, he broke down and was sent to Chesapeake General Hospital, which he did not leave until discharged for disability in November, 1862, just in time to reach home on Thanksgiving day. He lingered and suffered till May 1863, when he passed away.

II

Hiram F. Daniels, who was a prisoner at Richmond, Andersonville and other places, writes me:

"In July, 1862, I was asked to enlist in the Normal Company, but being only seventeen I did not consent. But as the weather grew hotter, so the war grew hotter, and I got the war fever, and in August enlisted as it was my duty to do. I can truly say that I have no regrets for all that I passed through during my entire enlistment. Still words cannot tell it, nor has the pen been made that could write up the sufferings of my eighteen months a prisoner of war in those prison pens of the South. It was there that I lost all—my education, my mind, my nerves; in fact, all except the living frame. When I got home in March 1865, I weighed less than 75 pounds; when I enlisted I weighed 140. Out of twenty-seven of my company captured at Chickamauga when I was, only five ever came home, and I am one of three still living."

III

Lieut. Col. Buckbee, one of our boys who enlisted before the age of 18, writes me in regard to one feature of his experience:

"When I was taken prisoner in June, 1864, the Libby prisoners had been sent to Macon, Ga., and I was sent there, where I met Capt. Morgan. We messed together from that time till our escape, with the exception of some ten days that I was out in an unsuccessful attempt to get away Morgan and I ran the guards at Camp Sorghum near Columbia, in November, 1864. Traveling nights, we reached the mouth of the Edisto river, and were picked up by the U. S. sloop of war St Louis, on the morning of November 21st, after just 16 nights' travel—a distance of over 160 miles.

Pretty good time considering roads, swamp travel, etc., and that Morgan's health had been very much impaired by his long imprisonment. In fact, he was not fit to make the attempt, and nothing but his pluck and nerve carried him through."

Many other accounts might be given, but these are sample cases.

Extreme Youth of some of the Volunteers.

A noteworthy feature of the Union Armies was the extreme youth of many of the volunteers. This was especially noticeable among our student soldiers.

The case of Samuel W. Burroughs is a good illustration. He left the Normal School and enlisted in February 1863, in the 7th Michigan Cavalry, and went to Virginia with the regiment and served] in its first campaign. In the summer he was honorably discharged on account of youth. He soon re-enlisted in the 15th Infantry and served under General Sherman, carrying a musket through the entire Atlanta campaign and during the famous march to the sea; and then through the Carolinas till the surrender of Johnson in April, 1865. Aug. 13th, he was honorably discharged with the rank of sergeant, in the 18th year of his age.

Of the 102 members of the Normal Company when it entered the service, 12 were scheduled as 18 years of age. During a recent examination of the original muster roll in the office of the Adjutant General at Lansing, I called the attention of the deputy, Col. Cook, to this feature, and he said "Yes, the army was full of boys of 18; but these figures do not tell the whole story. Many of the boys were younger, but were obliged to give their age as 18, in order to be accepted." On inspecting the roll more closely, I noticed that in the case of Brearley, who at the time of enlistment had just turned 16, the age entry had been erased and the figures "18" written on the scraped surface. The army records contain many such cases. Who suppose that this little exaggeration for the opportunity to limb in the holy service of country will be re- the judgment against these patriotic youths? not believe that the "Recording Angel, as he

marked down the offence. dropped a tear on the sacred page and washed the marks away."

The Normal Lyceum.

The work of a school literary society is naturally affected by the outside "current events." A few extracts from the minutes of the proceedings of the Normal Lyceum during the war period may be of interest. as they are certainly suggestive.

April 19, 1861. following the firing on Fort Sumter, the President's and Governor's calls for troops, etc.. the minutes read:

"On motion the special order of the evening was then taken up. The house resolved itself into a committee of the whole to discuss the question [selected the week before]. 'Resolved That the North would be better off morally. socially and politically without the South.' The discussion was of much interest: gentlemen on the affirmative producing unanswerable statistics which were nevertheless overborne by patriotic enthusiasm and Union sentiment. The question on being referred to the house was lost. Then followed the magnificent Marseillaise Hymn stirring deeper depths than the discussion had agitated. Miscellaneous business being taken up. this question was selected for the next discussion. 'Resolved That the South has no right to secede.' A quartet. The Red White and Blue. was then sung and after a chorus of real live cheers the society adjourned."

April 26. After the excitement of the first Normal enlistments. (Allen. Morgan Stanway etc.) the following action was taken:

"Resolved That we highly admire the patriotism and courage of those who are called from among us to fight their country's battles in grand protect. and uphold the constitution of our common country and while duty calls them from us we sincerely regret their absence and they may be assured of our prayers to Him who is omnipotent in battle that He may bless their patriotic efforts to save this country that He may watch over and protect them and speedily return them to us in safety."

The minutes are signed —Lucius George Pres. Mary L. Rice, Sec.

As indicating the patriotic views and enthusiasm under which work was carried on in the Normal during the summer of 1861 I quote again from the Lyceum minutes. At the meeting of May 3rd. a committee was appointed to draft resolutions ex-

cerning the death of James S. Lane, who was wounded May 5th, and died at Fortress Monroe, May 25th. At the next meeting the committee reported. From the preamble I take the following:—

"Painful intelligence again reaches us from the battle field that another associate and Normal graduate has fallen. James S. Lane is no more among the living. His friendly face will be missed at the campfire, his calm courage will never again inspire his comrades to deeds of valor on the field of strife. As private he enlisted in Company I, 5th Regiment, Michigan Infantry. He received his fatal wound in the battle of Williamsburg during a bayonet charge against a foe of superior numbers. * * * * Foremost in battle, he sacrificed his life to his patriotic attachment to the stars and stripes. * * * * He was a favorite among the members of the company and an equal partaker with his companions of the vicissitudes of the camp. In his last moments he was resigned to his fate and expired a willing martyr at the shrine of freedom. Today he reposes in no hireling's grave, but reclines loved and honored in a soldier's shroud. His character is worthy of imitation, his name of our proudest recollection."

Then follow appropriate resolutions expressive of personal bereavement, condolence with friends, order to publish, etc. The report is signed by Andrew J. Itsell, Chas. E. Root and Thomas Mathews, Committee: and the proceedings are countersigned by Willard Stearns, President of the Lyceum. Three of these men afterwards achieved high rank as soldiers.

On the opening of the fall term in October, 1862, a special election had to be held to fill vacancies in four of the Lyceum offices,—most of the officers elected at the close of the summer term having entered the army. At the first regular meeting the question for discussion was: "*Resolved*, That the Emancipation Proclamation of the President will hasten the suppression of the Rebellion."

As time passed on, students who had been in the service and had been discharged by reason of wounds or other disabilities, or by expiration of terms of service, began to make their appearance in the school; and their names occur in the minutes of the Lyceum. Prominent among these were Edward A. Haight, who was wounded at Antietam, and E. O. Durfee, who lost his right arm at Gettysburg. In the committee appointments of March, 1864, are the names of Joshua S. Lane and

S. S. Babcock, returned soldiers. Later on, Geo. H. Hopkins, David E. Haskins, Henry C. Rankin and others appear. In the minutes of January 6, 1865, occurs the following:—

"Mr. John Maltman then favored the society with an account of his experiences as prisoner of war in Andersonville and Florence prisons."

Influence of the War on Subsequent Work in Life.

After leaving the army, comparatively few of the boys returned to scholastic pursuits, and fewer still took up the work of teaching. The current of their lives had been turned from its old channel, and their purpose changed. The excitements, dangers, and sufferings experienced, and the years of added age, gave new purposes in life and new necessities, and stimulated new endeavors. Some, however, returned to the Normal and completed their course, and several completed professional courses in the University. Prominent among those who continued their academic studies and entered the Profession of teaching are Gabriel Campbell, Irwin Shepard, A. J. Itsell, and Edward A. Haight.

One incident which has direct relation to the service of the Normal Company, may properly be given here. After his honorable discharge from the service, Captain Campbell re-entered the University and graduated with the literary class of 1865. He delivered the "Class Day" poem, which contains the following spirited description of the famous charge at South Mountain of the 17th Michigan Infantry, the "Stonewall Regiment", in which he commanded the Normal Company.

* * * * * * * * *

Quick rations are finished, the rammers are sprung,
And waist-belts are buckled, and knapsacks are slung;
As soon all are marshaled and fearlessly stand
Awaiting impatient the word of command.
'Tis given. As quick as the word they face
And advance by the flank—every man in his place.

The old starry flag waves proudly and high,
So fondly caressed by the soft autumn sky;
While the eagle, extending his wings on the air,
Seemed to whisper of Victory hovering there.
The low, rumbling sounds that rise on the ear
Inspire to valor, yet waken to fear.

As louder and nearer with ponderous roll
The death knells of Orcus toll—toll—toll.

We reach the hill-top, and fearfully riven
South Mountain before us aspires to Heaven,
While round his huge head incessant is curled
The smoke of those cannon that quiver the world—
Those traitorous cannon! Their air rending shells,
With echoing voice, a monody swells
In dirges forlorn. With demon-like sound
They crash in the air or recoil to the ground.

* * * * * * * * *

At length the voice of Withington
  Makes every heart enlarge.
Up-springing at the welcome word,
  We rally for the "Charge!"
Sudden from right to left arose
  A wild, unearthly yell,
As on the foremost rebel line,
  Like maddened wolves we fell.

Back driven from their firm stockades,
  They rush with hideous groan,
And rally with redoubled strength,
  Behind a wall of stone.
On comes the line of Michigan,
  With bristling bayonets all;—
Three volleys aud a charge! Great God!
  It clearly scales the wall.

They rally yet,—and yet again—
  Fiendish mid reeking blood:
Nor rebel steel nor walls of stone
  Can check the loyal flood;—
But just as o'er that mountain top,
  Reflects the setting sun,
Our victor shouts sent Heavenward
  Proclaim the battle won.

Back o'er the heaps of mangled men,
  We move as shuts the day,
And there recline upon our arms,
  To watch the night away;
And as to Heaven's calm, peaceful vault,
  We turn the weary eye,
We feel that we have struck one blow
  For God and Liberty.

Normal Students who Died in the War.

Some ten years ago I began the sad service of getting the names of those who had attended the Normal who gave their lives that their country might live. The list has been made as complete as the material at my command would permit.* To disclose and perpetuate these honored names to the students of today and succeeding years, a marble tablet has been prepared and placed upon the north wall in the Normal chapel. The tablet is inscribed as shown on page 280.

This tablet is the School's Roll of Honor. Their sacrifice was a willing one and grandly given. Most of them, through the efforts of loving friends, repose in the earth of their own Michigan; but some sleep on southern plains and mountains, and a few in unkown graves. Of all it may be said:

"On Fame's eternal camping ground
Their silent tents are spread,
And Glory guards with silent round
The bivouac of the dead."

*It is probable that other names should be added to this list, and space has been left on the tablet for this purpose. If any reader of this chapter knows of any omission and will communicate with the writer of the chapter or the Principal of the Normal College, Ypsilanti, the matter will receive proper attention. A. G.

ERECTED BY THE MICHIGAN STATE NORMAL SCHOOL

IN MEMORY OF ITS STUDENTS WHO DIED AT
THE FRONT IN THE WAR OF THE REBELLION

MALVIN W. DRESSER
JAMES T. MORGAN
JAMES W. BINGHAM
JOHN H. MARVIN
WEBSTER RUCKMAN
FRED S. WEBB
HENRY GOULD
FREEMAN SPEAR
ALEXANDER McKINNON
JOSEPH R. NUTE
CHARLES PINKERTON
DAVID E. ROUNDS
GAINES RUDD
WILLIAM S. TIBBITS
CYRUS F. WHELAN
JOEL B. WAY
MORRIS G. WALKER
CHARLES A. ANDREWS
EDWARD BIGELOW
JAMES E. BURR
ALFRED N. BEAL
LEMUEL BLOUNT
FRANK M. BUEL
SAMUEL B. BONNEY
ALPHONSO B. HAWKINS
HENRY C. LAWRENCE
JAMES S. LANE
A. H. P. MOREHOUSE
SAMUEL R. MORSE
NORTON MARSHALL

Enlistments and Individual Records.

The following is a roster of the Normal students who enlisted, with a record of their military service and a brief statement of their careers since the war, as far as these could be ascertained:—

Allen, Edward P.—Entered service July, 1864, Private, Co. A, 29th Infantry; 1st Lieutenant, Adjutant, Captain Co. H, mustered out September 6, 1865, and honorably discharged.

Graduated State Normal School and Law Dept., U. of M.; School Inspector, Alderman, City Attorney, Mayor of Ypsilanti, Prosecuting Attorney; Assessor Internal Revenue; U. S Indian Agent; Member Legislature, Member Congress four years, Member State Board of Agriculture.

Andrews, Charles A.—Enlisted February 12, 1863, Co. E, 7th Cavalry; died May 9, 1863, of injuries received at Chantilly.

Babcock, Samuel S.—Enlisted May 2, 1861, 3rd N. Y. Infantry. Private, Sergeant, Provost Sergeant, Ft. McHenry, 1st Sergeant. Honorably discharged June 20, 1863.

Graduated Michigan State Normal School, 1865; Superintendent of Schools at Howell, Greenville, Mt Clemens; Department Natural Science, Ypsilanti High School; Chair of Mathematics, Kansas State Normal; Member Michigan State Board of Education. Lawyer, Detroit.

Bateman, Christopher T.—Enlisted August 9, 1862, Sergeant Co. H, 15th Infantry. Discharged August 9, 1864. Commissioned in U. S. C. T.

Beal, Alfred N.—Enlisted May 21, 1861, Co. K, 2nd Infantry. Discharged for disability, November 1862 died of same May 29, 1863.

Bentley, Oscar N.—Enlisted August 1, 1862, Sergeant Co. H, 22d Infantry; taken prisoner at Chickamauga September 20, 1863. Honorably discharged June 26, 1865

Bigelow, Albert E.—Enlisted August 1862, 3rd Sergeant Co. I, 24th Infantry; Orderly Sergeant; Wounded at Gettysburg and the Wilderness; honorably discharged November 11, 1864.

Lumber dealer Detroit.

Bigelow, Edward—Enlisted August 25, 1861, Co. C, 5th Infantry; died of disease in Virginia, February 23, 1862.

Billings, Augustus T.—Enlisted August 4, 1862, Co. E, 17th Infantry. Discharged for disability December 22, 1862.

Bingham, James W.—Died in service—record not obtainable.

Blount, Lemuel—Enlisted October 21, 1863, Co. A, 1st Cavalry; killed in action May 11, 1864, at Yellow Tavern, Va.

Bonney, Samuel B.—Enlisted February 21, 1865, Co. A, 4th Infantry; died in service, December 11, 1865.

Brearley, William H.—Enlisted August 15, 1862, Co. E, 17th Infantry; Wounded at Antietam. Honorably discharged June 7, 1865.

Journalism—Detroit Tribune, News, and Journal; Magazine—Spirit of '76, New York; now Secretary New York City Baptist Mission Society.

Buell, Frank M.—Enlisted August 25, 1862, Battery D, 1st Light Artillery; died July 24, 1863, at Winchester, Tennessee.

Buell, Legrand A.—Enlisted September 4, 1863, Co. D, 10th Cavalry; honorably discharged November 11, 1865.

Buckbee, J. Edward—Enlisted 1861, not mustered, under age. Entered service January 1, 1863, 1st Lieutenant and Adjutant Michigan Sharpshooters; Major 1865; Brevet Lieutenant Colonel, April 2, 1865, "for meritorious service before Petersburg"; wounded at Spottsylvania Court House, May 10, 1864, and at Fort Steadman, March 25, 1865; taken prisoner before Petersburg June 17, 1864; escaped November 21, 1864; honorably discharged July, 1865.

Chief Clerk, Land Department Chicago & North-Western Railway for the last 24 years; residence, Winetka, Ill.

Bullock, Silas W.—Enlisted December 3, 1862, Sergeant Co. C, 9th Cavalry; discharged July 21, 1865, at Lexington, N. C.

Burr, James E.—Enlisted August 16, 1861. Co. C, 1st Cavalry; died, Washington, September 16, 1862.

Burroughs, Samuel W.—Enlisted February, 1863, discharged summer following, "on account of youth;" re-enlisted in the fall, Co. I, 15th Infantry; Sergeant; honorably discharged August 13, 1865.

Lawyer, Detroit; Prosecuting Attorney, Wayne County, 1891–2.

Campbell, Gabriel—Entered service June 17, 1862, Captain Co. E, 17th Infantry. Resigned and honorably discharged November, 4, 1863.

Graduated A. B., University of Michigan 1865; B. D., Chicago Theological Seminary 1868; Student University of Berlin 1870-2; vice President and Professor Philosophy University of Minnesota 1867-81, same chair Bowdoin College, two years, same Dartmouth College since 1883.

Campbell, Robert—Entered service July 1 1862, 1st Lieutenant. Co. E, 4th Infantry; Quartermaster, September 1, 1862; Brevet Captain; honorably discharged June 30, 1864.

Teacher, Inspector, Superintendent of Schools; Farmer; Township Treasurer, Drainage Commissioner; Real Estate Dealer, Ann Arbor.

Carnaby, William A.—Served in a Western regiment; reported killed; record not obtainable.

Chapman, Arthur W.—Enlisted August 4, 1862, Co. E, 17th Infantry; discharged for disability October 27, 1862.

Chase, Wm. F.—Enlisted December 16, 1863; discharged November 4, 1864; 2nd Lieutenant, 29th Infantry September 14, 1865; 1st Lieutenant July 7, 1865; mustered out September 6, 1865.

Childs, Jonthan W.—Entered service May 16, 1861, Major 4th Infantry; Lieutenant Colonel September 25, 1861; Colonel July 1, 1862, "for meritorious conduct on the field of battle;" resigned November 25, 1862, and honorably discharged.

Member Florida Constitutional Convention; U. S. Deputy Surveyor, Special Agent U. S. Land Office, clerk in Pension office, Washington, D. C.; died, Hanover, Maryland, May 24, 1896, buried at Arlington Heights.

Childs, Lewis E.—Entered service August 24, 1861, 1st Lieutenant Co. I, 11th Infantry; Captain Co. H, March 12, 1862; wounded and taken prisoner Chickamauga, September 20, 1863—exchanged; mustered out and honorably discharged September 30, 1864.

Board of Trade, Detroit; produce business and greenhouse, Ypsilanti; died February 1, 1889.

Churchill, Owen—Enlisted August 24, 1864, Hospital, Steward, 24th Infantry; mustered out June 30, 1865.

Cunningham, Philip—Enlisted August 14,1862, Co. B, 6th Cavalry; mustered out October 10, 1865.

Curtis, O. B.—Enlisted August 12, 1862, Co. D, 24th Infantry, Corporal; lost left arm at Fredericksburg, December 13, 1862: mustered out March 5, 1863.

Graduated University of Michigan 1865; Principal Sturgis Schools three years; Superintendent of Schools, Bay City one year, Tecumseh one year, Muskegon four years; Publisher Muskegon Chronicle four years; U. S. customs service, Detroit.

Daines, William T.—Enlisted July 3, 1862, Co. E, 17th Infantry; gunshot wound through the neck; discharged January 1, 1863, at Frederick City, Maryland.

Occupation, Farmer.

Daniels, Hiram F.—Enlisted August 12, 1862, Co. D, 22d Infantry. Corporal; captured at Chickamauga; imprisoned at Richmond, Andersonville, and elsewhere; paroled March 10, 1865. Discharged at Camp Chase, Ohio, June 9, 1865.

Township and local offices. Retired farmer, on account of ill health.

Dennis, Geo. E.—20th Infantry. Record not obtainable.

Dennison, William E.—Enlisted August 8, 1862, Co. B, 21st Infantry; discharged for disability, February 19, 1863.

Douglas, Benjamin—Enlisted March 30, 1863, Sergeant Battery L, 1st Light Artillery; discharged May 22, 1865.

Douglas, Selwyn—Enlisted April 4, 1863, Co. M, 1st Michigan Cavalry; discharged March 25, 1866.

Lawyer in Kansas for several years, now practicing at Oklahoma City, Oklahoma.

Dresser, Malvin W.—Entered service 1st Lieutenant 15th Infantry, January 1, 1862; killed in action at Shiloh, Tennessee, April 6, 1862.

Durfee, Edgar O.—Enlisted August 8, 1862, Co. C, 24th Michigan Infantry; lost right arm at Gettysburg; discharged December 28, 1863.

Lawyer, Detroit; Judge of Probate, Wayne Co., for the last 24 years.

Easton, Adelbert J.—Enlisted January 10, 1865, Co. H, 10th Cavalry; discharged September 5, 1865.

Eaton, Albert—Enlisted August 12, 1862, Co. I, 18th Infantry; discharged June 26, 1865.

Occupation, Farmer.

Eaton, Charles H.—Enlisted August 12, 1862, Co. I, 18th Infantry; wounded in ankle and captured at Athens, 1864; prisoner at Cahowba, and Andersonville; discharged June 25, 1865; died 1873.

Elliott, O. W.—Enlisted August 22, 1861, Co. M, 1st Cavalry; discharged November 24, 1865.

Ellis, Edwin—Enlisted November 20, 1862, 2d Lieutenant Co. A, 8th Michigan Cavalry; Captain April 15, 1864; mustered out July 20, 1865.

Ellis, William H.—Enlisted November 18, 1861; discharged March 14, 1865.

Engle, Jacob—Enlisted April 4, 1864, Co. E, 17th Michigan Infantry; transferred to 2d Infantry June 1865.

English, David H.—Enlisted August 5, 1862, Sergeant Co. I, 21st Infantry; 2nd Lieutenant September 1, 1864; mustered out June 8, 1865.

Farnam, Henry C.—Enlisted January 4, 1864, Co. A, 4th Michigan Cavalry; discharged August 15, 1865, at Edgefield, Tennessee.

Nurseryman, Lumberman, Journalist; for the last 16 years proprietor Island Home Stock Farm, Grosse Isle.

Fellows, Augustus W.—Enlisted March 19, 1862, Co. I, 14th Michigan Infantry; discharged January 3, 1863.

Field, Edwin J.—Enlisted April 13, 1864, Co. A, 15th Michigan Infantry; mustered out August 23, 1865.

Fish, Charles P.—Enlisted September 3, 1861, Hospital Steward 3rd Michigan Cavalry; mustered out February 22, 1866.

Fosdick, R. H.—Enlisted August 1, 1862, Co. K, 4th Michigan Cavalry; Sergeant; discharged July 1, 1865.

Gage, Stephen M.—Enlisted August 15, 1862, Co. B, 20th Michigan Infantry; mustered out August 10, 1865.

Gale, Eugene—Enlisted August 21, 1862, Co. C, 5th Michigan Cavalry; discharged July 1, 1865.

George, Austin—Clerk Co. E, 17th Infantry July, 1862; Regimental Postmaster; clerk brigade and division headquarters, serving four months.

Graduated Normal 1863, A. B., Kalamazoo College 1866; Principal Kalamazoo High School and Superintendent of Schools; chair Rhetoric, Kalamazoo College; chair Rhetoric and Literature, and Training Department, Michigan State Normal School 17 years; Superintendent Schools,

George, S. Warren—Enlisted April 29. 1863, Co. D, 1st Michigan Sharpshooters; mustered out July 28. 1865.

Engineer U. P. R. R.; Silver Smelting Works; Now lives in Texas.

Gooding, Benjamin F.—Enlisted August 5, 1862, Co. A, 4th Michigan Cavalry; Quartermaster's Sergeant; wounded near Marietta, Georgia; discharged July 1, 1865.

Farmer, Urania; now lives in Ann Arbor.

Gould, Henry M.—Belonged to a New York regiment, was killed in the Peninsular campaign, near Richmond, June, 1862.

Gregg, Charles E.—Enlisted September 9, 1861, Corporal Co. E, 9th Michigan Infantry; Sergeant; mustered out September 15, 1865.

Green, Philip L.—Entered service 1864, 1st Lieutenant, Co. D, 138th Indiana Volunteers. Discharged for disability after 5 months service.

Physician, Vermontville, Michigan, for the last 33 years.

Guinan, James—Enlisted August 6. 1862, Co. K, 17th Michigan Infantry; discharged July 2, 1863.

Haight, Edward A.—Enlisted August 5, 1862, Co. E, 17th Michigan Infantry; wounded at Antietam, September 17, 1862, and discharged December 9, 1862, on account of wound.

Graduated at the Normal, class of 1865. Principal Preparatory Department Shurtleff College, Ill. Superintendent of Schools, Alton, Ill., Superintendent Kirkwood Missouri Military Academy, for the last 18 years.

Hall, Lewis C.—Enlisted April 3, 1865, Co. M, 8th Michigan Cavalry; mustered out September 22, 1865.

Hall, Morris S.—Enlisted July 11, 1862, Co. I, 18th Michigan Infantry; 2d Lieutenant U. S. C. Infantry; 1st Lieutenant; Captain; Aid-de-camp—Acting Ordnance Officer, and Brigade Commissary. Captured at Dalton, Georgia. Discharged May 5, 1866.

Teacher six years; inventor and manufacturer; plumber and steamfitter, Ypsilanti.

Haskins, David E.—Enlisted August 6. 1862, Co. F, 15th Michigan Infantry. Chief of Orderlies on General Granger's Staff. Wounded at Decatur, Alabama, in the famous charge when 45 volunteers captured 130 prisoners. Mustered out July 13, 1865.

Graduated at the Normal, Class of '67, Superintendent of Schools at Parma, Brooklyn, Hanover, and Union City; Commissioner Jackson Co., 12 years. P. M., Concord, Justice of Peace, Farmer, Mosherville.

Hawkins, Alphonzo B.—Enlisted April 10, 1863, 7th Michigan Cavalry; died Annapolis, Maryland, May 19, 1864.

Herrick, George D.—Enlisted July 22, 1862, Co. E, 17th Michigan Infantry. Sergeant Major; mustered out June 13, 1865.

Graduated from the Normal, *in absentia*, class of 1864. Music

Teacher, Grand Rapids Public Schools; Dealer in Musical Instruments and Merchandise.

Hibbard, Charles E.—Enlisted September 17, 1861, Co. G, 8th Infantry; discharged September 23, 1864.

Hillman, Monroe E.—Enlisted August 7, 1862, Co. E, 17th Michigan Infantry; discharged on account of wounds, December 25, 1862.

Holmes, George L.—Enlisted August 16, 1861, Co. C, 1st Michigan Cavalry; Sergeant Major in 1864, 2d Lieutenant, May, 1865; commanded Co. B, crossing the plains to Salt Lake City. Three times wounded, three horses shot under him. Participated in 31 important battles and many minor engagements; discharged March 29, 1866.

Merchant; Real Estate Dealer in Detroit.

Hopkins, George H.—Enlisted August 6, 1862, Co. E, 17th Michigan Infantry; discharged May 3, 1865.

Graduated at the Normal 1867; Law Dept. University of Michigan 1871. Private secretary of Gov. Bagley four years and of Gov. Croswell one year; member of the State Legislature two terms; twice Chairman Republican State Central Committee; Collector Port of Detroit; Adjutant General G. A. R., one year; Executive Committee National Council G. A. R., three years; connected with manufacturing and business enterprises in Detroit, where he has resided since 1871. Major and Assistant Adjutant General during the Spanish American war and assigned to duty with the Secretary of War.

Horner, John W.—Entered service May 1, 1861, 1st Lieutenant (3 months) 1st Infantry, mustered out August 7, 1861 Captain 18th Infantry, July 22, 1862. Major August 13, 1862. Lieutenant Colonel February 21, 1864. Colonel March 21, 1865. Mustered out June 26, 1865 and honorably discharged.

Graduated from the Normal, class of 1855, then from the University, Principal Adrian High School. After the war settled in Kansas. Teacher in Lawrence Public Schools, Superintendent of Schools Chetopa; President of Baker University; died in State Asylum for the Insane, August 16, 1874.

Hough, George W.—Enlisted July 1862, Co. E, 17th Michigan Infantry; Sergeant; discharged for disability, February 23, 1863.

Editor, commercial traveler and merchant; member of Common Council and President Board of Health, Detroit. Lumber business in northern Michigan,

Howard, David S.—Enlisted July 1862, Co. E, 17th Michigan Infantry; wounded September 14, 1862, at South Mountain, and discharged on account of same, June 1, 1863.

Hubbard, Samuel M.—Entered service 2d Lieutenant 19th Michigan Infan- July 28, 1862; 1st Lieutenant May 1, 1863; wounded in action May ; honorably discharged November 30, 1864.

cher; Principal of Union School at Otsego, Michigan; died 1867.

Humphrey, George P.—Enlisted August 14, 1862, Co. A, 27th Michigan Infantry; prisoner September 30, 1864, paroled March 2, 1865, discharged May 30, 1865.

Isell, Andrew J.—Entered service July 25, 1863; Captain Co. K, 10th Michigan Cavalry. Acting Major, honorably discharged at Memphis, Tenn., November 1, 1865.

Graduated at the Normal 1863. Superintendent of Schools Grand Haven and Almont; vice Principal in San Francisco, California, Public Schools, for the last 29 years.

Jones, Charles H.—Enlisted August 4, 1862, Co. E, 17th Michigan Infantry; Corporal; mustered out June 3, 1865.

Jones, Lucius M.—Enlisted August 4, 1862, Co. E, 17th Michigan Infantry; wounded at South Mountain; discharged October 21, 1862, on account of wound.

Kane, Alexis J.—Enlisted May 25, 1861, Co. I, 2nd Michigan Infantry; discharged for disability in 1862.

Kenyon, Luther—Enlisted September 24, 1862, Sergeant Co. D, 5th Michigan Cavalry; 1st Lieutenant July 1, 1864; mustered out November 24, 1865.

Farmer, Byron, Michigan.

Keeler, Eva—Enlisted August 7, 1862, Co. B, 22d Infantry; transferred to Signal Corps, U. S. A., October 15, 1863.

Kidd, James H.—Entered service August 25, 1862, Captain Co. E, 6th Michigan Cavalry; Major, May 5, 1863; wounded at Falling Waters, July 14, 1863; Colonel, May 19, 1864; wounded at Winchester, September 19, 1864; Brevet Brigadier General, June 15, 1865, "for gallant and meritorious service during the war"; mustered out November 7, 1865, at Fort Leavenworth, Kansas.

Has engaged in the State Military service as follows: Captain Michigan National Guard 1874-76; Lieutenant Colonel and Assistant Quartermaster General 1877-81; Lieutenant Colonel and Assistant Inspector General 1881-5; Brigadier General and Inspector General 1885-7; Quartermaster General 1895-6.

Manufacturer; Register U. S. Land Office eight years; Publisher Ionia Sentinel; Secretary U. S. Deep Water Ways Commission.

Lane, James S.—Enlisted August 27, 1861, Co. I, 5th Michigan Infantry; Corporal; died May 21, 1862, of wounds received at Yorktown.

Lane, Joshua S.—Enlisted May 25, 1861, Co. K, 2d Michigan Infantry; Corporal; discharged for disability December 5, 1862.

Lawrence, Henry C.—Enlisted August 11, 1862, Co. H, 13th Michigan Infantry; died April 21, 1863, of disease.

Lawrence, John M.—Enlisted August 9, 1862, Co. E, 17th Michigan Infantry; Commissary Sergeant; mustered out June 3, 1865.

Loomis, John H.—Enlisted September 2, 1861, Co. F, 2d Michigan Cavalry; discharged May 5, 1862, for disability.

Lonsbury, Philo M.—Enlisted August 4, 1862, Corporal Co. E, 17th Michigan Infantry; captured at Spottsylvania Court House, imprisoned at Andersonville and Florence until February 22, 1865, when he escaped and rejoined the Union army at Wilmington, N. C.; mustered out June 3, 1865.

Teacher until 1874; Principal of Reed City Union School; Druggist Reed City; School Trustee, Township Treasurer; member Michigan House of Representatives, 1895–6.

Loveland, William O.—Enlisted August 5, 1862, Co. B, 20th Michigan Infantry; wounded June 18, 1864. Captured September 30, prisoner at Petersburg, Richmond, and Salisbury until February 22, 1865; mustered out June 12, 1865.

Farmer.

Mallman, John S.—Enlisted August 4, 1862, Sergeant Co. E, 17th Michigan Infantry; 1st Lieutenant June 30, 1864; wounded at Campbell's Station; captured with the Regiment at Spottsylvania and imprisoned seven months at Andersonville and Florence; mustered out June 3, 1865.

Re-entered the Normal and graduated in 1867; graduated Literary Department of the University 1870, and from Law Department 1871; Attorney at Law, Chicago until 1882, since then at Los Angeles, California.

Manning, Reuben E.—Enlisted July 22, 1862, Co. B, 20th Michigan Infantry; discharged May 20, 1865.

Graduated at Kalamazoo College, 1872; teacher Beaver Dam, Wisconsin; Minister of the Gospel, Detroit; Financial Agent Kalamazoo College; Baptist City Missionary Work, Chicago.

Marsh, Richard H.—Enlisted September, 1864, Co. E, 4th Infantry.

Clerk, Auditor General's office, Lansing.

Marshall, Norton,—Enlisted August 22, 1862, Sergeant Co. D, 5th Cavalry; died of wounds at Point Lookout, Maryland, July 20, 1864.

Marvin, John H.—Enlisted August 4, 1862; killed at Antietam, September 17, 1862.

Mathews, Thomas—Entered service June 17, 1862, 1st Lieutenant Co. E, 17th Michigan Infantry; Captain May 13, 1863; wounded at Campbell's Station, Tennessee, November 16, 1863; Major October 14, 1864; mustered out June 3, 1865.

Commission Merchant at Oswego, N. Y.; Manufacturer at Brooklyn, N. Y.

Maxwell, George R.—Enlisted August 15, 1861, Corporal Co. K, 1st Michigan Cavalry; Sergeant; 1st Lieutenant Co. E, July 30, 1862; wounded at Monterey, Maryland, July 4, 1863; Captain August 22, 1863; wounded at Hawes' Shop, Virginia, May 28, 1864; Lieutenant Colonel October

25, 1864; lost leg at Five Forks, Virginia, April, 1, 1865; Brevet Colonel March 13, 1865 "for conspicuous gallantry in action." Honorably discharged August 4, 1865.

Lawyer and Register of Deeds, Monroe, Michigan; U. S. Marshal, Salt Lake City, Utah; deceased.

McKinnon, Alexander—Enlisted in Co. C, 17th Michigan Infantry, August, 1862, but was not accepted until early in September. Killed at South Mountain, Maryland, September 14, 1862.

Miller, Charles R.—Enlisted July 1, 1862, Co. C, 18th Michigan Infantry; 1st Lieutenant July 27, 1862; Captain August 13, 1862; mustered out June 26, 1865.

Lawyer, Adrian; Prosecuting Attorney Lenawee Co., four years; member Board of Control Industrial Home for Girls.

Miller, Madison—Enlisted July 6, 1862, Co. B, 20th Michigan Infantry; detailed as musician; mustered out May 30, 1865.

Farming until 1879; Painter and Painters' Supplies at Cadillac.

Morehouse, A. H. P.—Enlisted August 9, 1862. Co. A, 20th Michigan Infantry; died of disease, December 14, 1862.

Moore, O. M.—Enlisted August 11, 1862, Co. D, 24th Michigan Infantry; Invalid Corps, March 31, 1864; mustered out July 6, 1865.

Morgan, James T.—Entered service June 17, 1862, 2d Lieutenant 17th Michigan Infantry; 1st Lieutenant February 23, 1863; Captain October 19, 1863; captured at Campbell's Station, Tennessee, November 16, 1863; imprisoned at Libby Prison and Columbia, N. C.; escaped November 21, 1864; mustered out as 1st Lieutenant January 8, 1865; Captain Co. F, 30th Michigan Infantry, to rank from November 28, 1864; Commandant of the Post at Wyandotte, Michigan, and died in the service May 31, 1865.

Morris, Joseph W.—Enlisted October 14, 1861, Battery C, 1st Light Artillery; discharged November 5, 1862.

Morse, Samuel R.—Enlisted February 13, 1865, Sergeant Co. K, 11th Michigan Infantry; died March 28, 1865.

Nute, Joseph R.—Enlisted July 31, 1862, Sergeant Co. A, 22d Michigan Infantry; missing in action September 20, 1863. returned February 16, 1864; 2d Lieutenant June 7, 1864; captured; died in rebel prison at Millen, Georgia. October 8, 1864.

Onderkirk, Wesley—Enlisted August 5, 1862, Co. B, 20th Michigan Infantry; discharged March 15, 1863, for disability.

Parkhurst, Ryerson,—Enlisted May 1, 1861, Co. H, 1st Michigan Infantry, three months' service; discharged August 7, 1861.

Phillips, Delos—Entered service August 4, 1862, Orderly Sergeant Co. E, 17th Infantry; Brevet 2d Lieutenant October 17, 1862, "for gallant conduct at Antietam"; 2d Lieutenant December 6, 1862; 1st Lieutenant March 4, 1863; Captain October 19, 1863; taken prisoner at Spottsylvania, May 12, 1864; escaped May 23; appointed Lieutenant Colonel 28th Infan-

try August 15, 1864, but declined. Resigned as Captain 17th Infantry, October 22, 1864, and honorably discharged.

Re-entered the University and was graduated in 1865. Manufacturer of cabinet organs and dealer in musical merchandise at Kalamazoo; Supervisor six years representing Kalamazoo village; State Senator from Kalamazoo Co., 1869–70; Presidential Elector 1876, and messenger to carry the vote of Michigan to Washington. Died February 23, 1887.

Phillips, Samuel W.—Enlisted August 8, 1862, Co. C, 24th Michigan Infantry; mustered out June 26, 1865.

Pinkerton. Charles—Enlisted August 9, 1862, Corporal Co.C, 24th Michigan Infantry; Sergeant; killed at Wilderness, Virginia, May 5, 1864.

Power, Abram L.—Enlisted February 16, 1864, Co. I, 22d Michigan Infantry; transferred to 29th Michigan Infantry; Corporal; mustered out September 6, 1865.

Pratt, William A.—Enlisted March 14, 1864, Sergeant 2d Co. Sharp-shooters attached to 27th Michigan Infantry; 2d Lieutenant April 20, 1864; wounded in action June 30, and August 21, 1864; honorably discharged December 1, 1864.

Preston, Spencer N.—Enlisted August 24, 1861, Co. H, 2d Missouri Cavalry; Sergeant; discharged September 15, 1864.

Rankin, Henry C.—Enlisted September 6, 1861, Co. C, 9th Michigan Infantry; honorably discharged October 14, 1864.

Entered the Normal and graduated with the class of 1876. Superintendent ot Schools, Buchanan, Cassopolis, Leslie, and Lapeer; Institute worker in many counties of Michigan.

Rankin, Josiah—Enlisted September 2, 1864, Co. G, 23d Michigan Infantry; mustered out June 12, 1865.

Reed, Albert Henry—Enlisted February 28, 1865, Co. K, 24th Michigan Infantry; mustered out June 30, 1865.

Reilly, Barnard S.—Graduated from Normal in 1863, and Medical Department University 1865; appointed Assistant Surgeon Regular Army; died of yellow fever at Ringold Barracks, Texas, 1867.

Root, Edwin N.—In hospital service, Washington, D. C.

Rounds, David E.—Enlisted August 12, 1862, Co. D, 24th Michigan Infantry; killed in action July 1, 1863, at Gettysburg.

Ruckman, Webster,—Enlisted August 4, 1862, Co. E, 17th Michigan Infantry; killed in action September 17, 1862, at Antietam.

Rudd, Gaines,—Enlisted April 10, 1863, Battery L, 1st Michigan Light Artillery; died September 1, 1863, of fever.

Safford, Benjamin D.—Entered service August 15, 1862, Sergeant Co. E, 17th Michigan Infantry; 2d Lieutenant February 23, 1863; 1st Lieutenant September 14, 1863; Captain May 12, 1864; taken prisoner at Spottsylvania May 12, 1864; escaped; Brevet Major April 2, 1865, "for gallantry

and meritorious service before Petersburg"; mustered out June 3, 1865.

Superintendent Schools, Grand Haven; Merchant; Mayor of Grand Haven three terms. Now resides at Lansing.

Sanford, George P.—Entered service September 15, 1861; resigned May 5, 186': Major and Paymaster U. S. Volunteers September 1864; Brevet Lieutenant Colonel June 21, 1865; mustered out July 1, 1866, and honorably discharged.

Graduate of the Normal, class of 1856, then graduated from the University. After the war entered Journalism and Politics. Published Lansing Journal twelve years, State Democrat five years. Died January 15, 1894.

Shepard, Irwin.—Enlisted August 7, 1862, Co. E, 17th Michigan Infantry; Corporal; Sergeant; Orderly Sergeant. Wounded at the Wilderness May 6, 1864; discharged on account of wounds May 23, 1865.

Superintendent Schools Charles City, Iowa; Principal High School and Superintendent Schools Winona, Minnesota; President State Normal School, Winona, 1879–98. Secretary National Educational Association since 1892, made Permanent Secretary 1896.

Smith, Arthur D.—Enlisted March 24, 1865, Co. A, 6th Michigan Cavalry; transferred to Co. B, 1st Cavalry; mustered out March 10, 1866.

Snidecor, John N.—Enlisted August 30, 1864, 9th Cavalry.

Farmer, Monroe County, Michigan. Teacher; Farmer and now merchant, Cherokee, Iowa.

Spear, Freeman—Died in service—record not obtainable.

Stanaray, David—Enlisted July 5, 1861, Co. A, 1st Michigan Infantry; Sergeant; Orderly Sergeant; 2d Lieutenant August 30, 1862; 1st Lieutenant March 10, 1863; Captain Co. G January 1, 1864. Wounded at Fredericksburg, Gettysburg and Wilderness; discharged October 4, 1864, for disability.

Furniture business in Ypsilanti. Farming in Missouri; now retired and lives in Warrensburg, Missouri.

Stearns, Willard—Entered service August 1, 1863, 1st Lieutenant Co. H, 11th Michigan Cavalry; was rejected on first enlistment, but commissioned on recruiting the Company. Resigned October 29, 1864, and honorably discharged.

Graduated from State Normal School, and from Law department of University in 1866. School examiner Lenawee County four years. Publisher of Adrian Press since 1877. Candidate for Superintendent of Public Instruction in 1872, Secretary of State in 1878, and member Congress in 1888. Post Master at Adrian 1893–98. Mayor 1869.

Stevens, A. D.—Enlisted August 27, 1861, Co. C, 5th Michigan Infantry; discharged August 27, 1864.

Stevens, Theron N.—Enlisted August 4, 1862, Co. F, 17th Michigan Infantry; mustered out June 3, 1865.

Stevenson, Isaiah—Enlisted June 20, 1861, Co. I, 4th Michigan Infantry; discharged June 21, 1864.

Sturdevant, Heman B.—Enlisted August 12, 1862, Co. E, 17th Michigan Infantry; discharged March 5, 1863, for disability.

Swift, Francis M.—Enlisted April 29, 1861, Co. C, 70th N. Y. Infantry; transferred to 16th U. S. Infantry.

Taylor, Nelson—Enlisted August 8, 1862, Co. M, 4th Michigan Cavalry; mustered out July 1, 1865.

Terrill, Jared D.—Enlisted August 15, 1861, Co. H, 1st Michigan Cavalry; lost right arm at Second Bull Run; honorably discharged December 6, 1862.

Township Treasurer; graduated Poughkeepsie Commercial College, and Columbia Law College of Washington, D. C.; Clerk and Chief of Division in U. S. Treasury Department.

Thayer, Morgan—Enlisted August 25, 1862, Co. A, 4th Michigan Cavalry; mustered out July 1865; deceased.

Tibbits, William S.—Enlisted January 21, 1864, Co. M, 11th Michigan Cavalry; died of disease, June 5, 1864.

Tower, Osmond S.—Entered service August 16, 1864, Captain 6th Michigan Cavalry; honorably discharged May 15, 1865.

Farmer and Merchant; Receiver U. S. Land Office Ionia; vice President First National Bank, and vice-President Michigan Clothing Company, Ionia.

Tyler, Byron A.—Enlisted April 3, 1865, Co. M, 8th Michigan Cavalry; mustered out September 22, 1865.

Tyler, John—Entered service as private May 1, 1861, Co. A, 1st Infantry (3 months); mustered out August 7, 1861. Re-entered service July 19, 1862, 1st Lieutenant Co. F, 17th Michigan Infantry; Captain February 2, 1863; wounded in action at Campbell's Station November 16, 1863; Captain Veteran Reserve Corps May 3, 1864; Brevet Major March 13, 1865, "for gallant and meritorious conduct in the battle of Campbell's Station"; 1st Lieutenant 43d U. S. Infantry July 28, 1866; Brevet Captain U. S. A. March 2, 1867, "for gallant and meritorious service in the battle of South Mountain"; Brevet Major U. S. A. March 2, 1867, "for gallant and meritorious service in the attack on Campbell's Station"; transferred to 1st Infantry April 8, 1869; retired May 29, 1874, "for loss of left arm from wound received in line of duty."

Admitted to the Bar in 1874 and practiced law at Buffalo; Collector of the Port of Buffalo during Hayes' administration; lawyer Ithaca, N.Y.; retired on account of failing health; died at Dearborn, Michigan, 1889.

Van Cleve, Augustus A.—Entered service July 29, 1862, 2d Lieutenant 20th Michigan Infantry; 1st Lieutenant October 14, 1862; Captain November 28, 1863; resigned January 12, 1865, and honorably discharged.

Paper business Detroit and Ypsilanti, several years with Passenger Department M. C. R. R.; resides in Ypsilanti.

Vosper, Benjamin—Enlisted August 9, 1862, Sergeant Co. I, 21st Michigan Infantry; 1st Lieutenant 2d Michigan Infantry April 1, 1864; honorably discharged for disability May 31, 1864.

Graduate Law Department U. of M. 1868; lawyer, Ionia, Michigan.

Voorhees, Augustus C.—Was in Co. C, 3d Michigan Cavalry.

Waldron, Leonard A.—Enlisted August 11, 1862, Co. E, 26th Michigan Infantry; mustered out June 4, 1865.

Walker, Morris G.—Enlisted May 25, 1861, Co. K, 2d Michigan Infantry, killed in action at Peach Orchard, Virginia, June 30, 1862.

Wallace James N.—Enlisted April 22, 1861, Co. H, 1st Michigan Infantry (3 months); re-entered service 2d Lieutenant 9th Michigan Infantry, October 12, 1861; 1st Lieutenant July 28, 1862, mustered out October 26, 1863, for promotion as Captain in 13th U. S. Colored Troops; mustered out and honorably discharged January 16, 1866.

Furniture dealer and Real Estate, Ypsilanti.

Watkins, Gilbert A.—Enlisted August 12, 1861, Corporal Co. B, 9th Michigan Infantry; taken prisoner at Murfreesboro, July 13, 1862; discharged; re-enlisted as veteran; Quartermaster Sergeant, 2d Lieutenant October 8, 1864; 1st Lieutenant January 8, 1865; mustered out September 15, 1865.

General agent for Michigan of Penn Mutual Life Instrance Co., Residence, Detroit; proprietor of Watkins Villa Shetland Pony and Jersey Stock Farm, Birmingham.

Way, Joel B.—Enlisted September 6, 1862, Co. I, 6th Michigan Cavalry; taken prisoner October 18, 1863; died August 1864, while a prisoner of war.

Webb, Fred. S.—Enlisted August 4, 1862, Corporal Co E, 17th Michigan Infantry; wounded at Antietam September 17, 1862; died from his wound January 14, 1863.

Weir, William C.—Enlisted July 26, 1862, Corporal Co. E, 17th Michigan Infantry; honorably discharged to enter the 128th Indiana Infantry, as 1st Lieutenant; mustered out April 10, 1866.

Funeral Director, La Porte, Indiana.

Widdicomb, William—Enlisted July 22, 1861, Co B, 1st Michigan Infantry; Sergeant; Commissary Sergeant; 2d Lieutenant June 22, 1862; 1st Lieutenant August 30, 1862; Regimental Adjutant October 1862; Resigned March 10, 1863 and honorably discharged.

Furniture Manufacturer at Grand Rapids.

Wilcox, Alfred F.—Enlisted August 9, 1862, Co E, 17th Michigan Infantry; wounded at Antietam September 17, 1862; discharged January 12, 1863 on account of wound; re-entered service March 1, 1865 as 1st

Lieutenant Co. K. 11th Michigan Infantry; mustered out September 16, 1865.

Student Literary Department Michigan University one year. Law Department two years. Lawyer and Real Estate dealer, Detroit.

Whelan, Cyrus F.—Enlisted June 1861. 8th Kansas Infantry; Captain U. S. Colored Troops: Secret Service Department; wounded five times; died in hospital at Little Rock, Arkansas.

Whelan, H. O.—Enlisted September 9, 1861, Co. K, 3d Michigan Cavalry; Gunshot wound in shoulder October 3, 1862, near Corinth, Mississippi; discharged December 19, 1863.

Farmer; Supervisor and Justice of the Peace.

Wood, Andrew J.—Enlisted August 4, 1862, Co. E, 17th Michigan Infantry; Sergeant; mustered out June 3, 1865.

Teacher; Principal in Chicago Public Schools.

Wood, Theodore—Enlisted August 4, 1862, Co E, 17th Michigan Infantry; Transferred to Veteran Corps; discharged July 7, 1865.

Wood, Webster A.—Enlisted August 5, 1862, Co. K, 24th Michigan Infantry; mustered out June 30, 1865.

Woodman, Hamilton J.—Enlisted August 9, 1862, Sergeant Co. I, 22d Michigan Infantry; 1st Lieutenant July 8th 1863; Captain December 5, 1863; mustered out June 26, 1865.

Contractor, Builder and Plumber, Detroit and Ypsilanti.

Young, Edgar G.—Enlisted April 1, 1862, 14th Michigan Infantry; Corporal; honorably discharged April 26, 1865.

Physician in Kansas; died San Diego, California, 1893.

Young, William P.—Enlisted September 18, 1861, Co. A, 8th Michigan Infantry; discharged for disability, December 2, 1862; re-enlisted January 25, 1864, Co. F, 6th Michigan H. A.; mustered out August 20, 1865.

Attended the Normal between his terms of service. Farming in Michigan, Kansas and Oregon.

CHAPTER XV.

Graduates of the Normal School.

The original purpose was to publish a brief history of all the graduated classes, with full sketches of the most prominent members. A little effort proved that it would be impossible to obtain the material necessary for such a history. Good sketches of a few classes were secured, but of only a few. The conclusion finally reached was to publish as correct a list as possible of the names of all graduates. Doubtlesss some errors will be found, but all practicable effort has been made to secure a correct list.

1854.

Morton, Alzina
Sill, John M. B.
Norris, Helen C.

1855.

Bacon, Julia M.
Beden, Seth N.
Bellows, Charles F. R.
Brown, Ruby A.
Clayton, Kate M.
Dennison, T. Riley
Fuller, Cromwell M.
Fairman, Mary J.
Gorton, James R.
Horner, John
Miller, Charles R.
Stark, James W.
Tompkins, Rhoda A.

1856.

Barnes, Harriet J.
Clements, Clark P.
Hurd, Fayette
Heydenburk, Mary B.
Hurlbut, Ellen A.
Hough, Mary B.
Lyman, Mary C.
Phillips, Fidelia
Perry, Walter S.
Sanford, George P.
Smith, I. Marvin
Tyler, Olive C.

1857.

Aulls, Sarah M.
Bancker, Enoch
Campbell, William
Carpenter, Mary
Doty, Caroline E.
Graves, Eleanor
Henderson, James M.
Lind, Marianne
LeBaron, Charles F.
Munson, F. Walker
Post, Helen M.
Randall, Theresa E.
Wood, Silas

1858.

Adam, Channing W.
Allen, Elvira M.
Bigelow, Edward
Bateman, Christopher T.
Bradner, Addie S.
Blackwood, S. W. P.
Clark, Louisa M.
Farrand, Harriet A.
King, Julia A.
Lane, James S.
Russell, Francis G.
Willard, Levi A.

1859.

Bennett, Clark S.
Campbell, Andrew
Campbell, Robert Jr.
Haugton, Ruth
Hammond, Martha
Littlefield, Orpha
Mowry, Sarah A.
Phillips, Ann M.
Price, Geraldine
Thorp, Calvin J.
Wilbur, James L.
Whitney, Mary P.

1860.

Buck, Francis A.
Clapp, Adaline H.
Durfee, Parmelia, E.
Dean, Nancy J.
Dresser, Malvin W.
Goodison, John
Houghton, Adelia J.
Hough, Emily
Lane, Hannah A.
Newman, Emeline A.
Rorison, Jane L.
Tibbits, Olive M.
Waltz, Elizabeth

1861.

Bush, Harvey F.
Bush, Rufus T.
Burroughs, Louisa C.
Cross, Ella M.
Campbell, Gabriel
Dickinson, Abbie W.
Edwards, Byron F.
Getman, Emma E.
Hall, Emma A.
Jones, Henry S.
Kellogg, Mary J.
Lockwood, Anna M.
McArthur, Nancy J.
Osborne, Annie H.
Pattison, Juliet A.
Parker, Mary W.
Race, Jehiel B.
Robertson, Elizabeth
Rice, Mary A.
Spalding, Fannie M.
Stewart, Frances L.
Straight, Oscar S.
Taylor, James
Young, Susan E.

1862.

Beal, Joseph O.
Ballou, James M.
Baker, Jennie A.
Brearly, Kate
Berger, Sarah A.
Egbert, Helen M.
Hall, Jennie
Hall, Sarah M.
Lowe, Sarah A.
Ormsby, Salmon B.
Rorison, N. Arda
Stearns, Willard

1863.

Ambrose, Emma O.
Beaumont, Lillie
Byington, Wm. W.
[illegible]ry, James
[illegible]enden, Alvira A.
[illegible]well, Adaline
Curtis, Della
Ewell, Sarah A.
George, Austin
Itsell, Andrew J.
Kelly, Ronald
Lowe, Adelia M.
Montgomery, Andrew
Russell, Mary E.
Reilly, Bernard S.
Spence, Julia A.
Wright, Louisa A.
Welch, Lodisa
Whitney, Chauncy L.

1864.

Allen, Edward P.
Artley, Emma
Carus, Jerome W.
Clarkson, Nettie M.
Dunham, Rachel
Dixon, Ella B.
Ewell, Marshall D.
Edwards, Sarah E.
Gleason, Helen
Gleason, Elizabeth
Herrick, George D.
LeBaron, Marshall
Moore, Maria
Montgomery, John
Maltman, Alexander
Stewart, Elizabeth
Townley, Loretta M.
Thayer, May

1865.

Artley, Lizzie
Bannan, George C.
Babcock, Samuel S.
Cram, Martha E.
Chandler, Addie
Clark, Frances V.
Douglass, Selwyn
Eaton, Sera
Gould, Betsey A.
Griswold, Hannah
Hepburn, Frederick C.
Haight, Edward A.
Henry, Mary D.
Knight, Myra A.
Lane, Joshua S.
Nelson, Lucy A.
Wall, Mary

1866.

Bradbury, Juliette
Bailey, Volney P.
Bills, Mary A.
Bills, Carrie
Brown, Matilda S.
Bishop, Ellen
Bassett, Mary L.
Creelman, Nellie S.
Donaldson, Lewis G.
Edwards, Anna P.
Green, Philip L.
Goucher, Addie S.
Hewitt, M. Estella
Hall, Augusta D.
Lathers, Edward N.
Nichols, Amos C.
Pierce, Orlando
Ruckman, Anna P.
Smith, Sarah M.
West, Anna
Williams, Helen F.
Wall, Amanda C.
Wilber, DeWitt E.
Young, Josephine

1867.

Burroughs, Henry C.
Coleman, Sophia J.
Chittenden, Lucy A.
Fox, Nina A.
Follett, Ella E.
Hill, W. Carey
Hayes, Mary G.
Hopkins, George H.
Lane, Patroclus A.
Maltman, John S.
Merson, Ida A.
Olcott, Anna E.
Norman, Joseph G.
Park, Lett A.
Post, Leonora V.
Roberts, Eunice
Stedman, Gerrit J.
Tapper, Hannah W.

1868.

Bacon, Frances E.
Dunlap, Fletcher W.
Fisher, Lucie J.
Gardner, Lizzie E.
Hopkins, Lydia C.
LeBaron, Anna
Melville, Mary J.
Palmer, William H.
Robinson, Eliza
Smith, Emma
Smith, Alice
Turnbull, James D.
White, Lottie A.
Wisner, Belle

1869.

Armstrong, Louise
Burkhead, Simeon G.
Baker, Charles S.
Brinkerhoff, Cora
Brigham, Emma F.
Campbell, James C.
Curtis, Edwin T.
Davis, Charles E.
Hall, Lucius E.

Hubbard, Hattie
Hayes, Ella M.
Montague, Luke S.
Meacham, Hattie E.
Stark, Alice M.
Sabin, Henry W.
Shields, Peter
Underdonk, Marr H.
White, Emmons
Webster, A. Morse

1870.

Bauter, Frank M.
Bacon, Frank W.
Brewer, Mrs. A. C.
Bodine, Mary E.
Dole, Aggie
Ferris, Emma E.
Gambee, Mrs. S. A.
Haskins, David E.
Miller, Lewis C.
McNeer, Hattie W.
Rorison, Minerva B.
Saville, Rhoda E.
Swan, William L.
Shields, Thomas F.
Tupper, Mattie A.
Tracy, Wallace E.
Thompson, Edwin C.

1871.

Baker, Emma L.
Congdon, Libbie S.
Fitch, Fanny Burr
Goodrich, Emily O.
Keeler, Ellen E.
Loomis, Ada B.
Lee, Charles S.

1872.

LANGUAGE COURSES.

Aiken, Fanny
Barr, Alice
Butler, James O.
Bacon, Farrand E.
Cady, George A.
Crissey, Theodoret W.
Capen, Minerva D.
Fitch, Fidelia E.
Gage, Emma
Garlick, Latham M.
Hill, Eugenio K.
Howe, Gertrude
Garton, Nettie E.
Joslin, Eugene M.
McDougall, Henry C.
McNamara, William
Phelps, Ezoa F.
Rogers, Nettie I.
VanFossen, S. Eugenia
VanFleet, Mary E.
Voorhies, Sarah

FULL ENGLISH COURSE.

Belsher, M. Ernest
Curtis, Sara M.
Fair, J. Eugene
Hall, Delimere R.
Hopkins, Charles C.
Johns, Wellington A.
Whitney, S. Emery
Nowlin, Mary
Nowlin, Laura A.
Whitney, Milton J.

COMMON SCHOOL COURSE.

Banks, Carrie
Blanchard, Ernest J.
Bucknum, Arvilla L.
Courter, Rufus T.
Demorest, Ezra J.
Houtson, Agnes
Howell, L. Mae
Livingston, Helen J.
Preston, Mary E.
Pardee, Sheldon J.
Usinger, Conrad
Wadsworth, Mina

1873.

LANGUAGE COURSES.

Barr, Robert J.
Barr, Emma
Barnes, George
Bessler, Mary
Childs, Alma C.
Fitch, Ferris S. Jr.
Hill, Mrs. Jennie K.
Kimball, Eliza
Muir, James B.
Pendill, Hattie
Rogers, Emma L.
Thomas, Mary
Wall, Clara

FULL ENGLISH COURSE.

Aiken, Hattie
Andrus, Enoch
Irland, Lewis E.
Muir, Helen B.
Muir, Rosa M.
Pierce, David C.
Shaw, Thomas E.
Walker, Byron D.

COMMON SCHOOL COURSE.

Beecher, Mary H.
Baker, Mary A.
Brown, Nelson J.
Carr, Eli F.
Finnigan, Bridget
Hoyt, Anna L.
Lowe, Edward G.
McCausey, Joseph W.
Nelson, Esther
Peckens, Martha
Simmonds, William I.
Thomas, John H.
White, Eva
Warnock, James

1874.

LANGUAGE COURSES.

Boynton, Esther S.
Cheever, Walter H.
Crippen, Rufus
Ferris, Charles R.
Forbes, Ella
Gray, Mary L.
Haug, Ella G.
Haug, Katie
Laird, Samuel B.
Reed, Herbert S.
Sprague, Kittie

FULL ENGLISH COURSE.

Clark, Mary F.
Davis, Jay K.
Dodds, P. Fabian
Freeman, Ida A.
Haynes, Mary E.
McWethy, Sarah
Packer, Ella G.
Stanclift, Julia M.
Towner, Carrie
TenEyck, Sarah
Zimmerman, David

COMMON SCHOOL COURSE.

Brower, Eola A.
Bacon, Harry K.
Baker, Rose H.
Bradner, Will F.
Bradner, Mittie F.
Blanchard, Asa L.
Burdick, A. Hall
Crittenden, Dwight
Craddock, Sarah E.
Canning, Mary T.
Davis, Lydia S.
Dunn, Joseph H.
Frazer, Elsie
Holdsworth, Fannie
Hume, Emma H.
Kernohan, James
Lewis, Agnes
Little, Marion
McComber, Hattie
McCoy, Mary
McGrath, Annie S.
Paine, Mary A.
Preston, Anna A.
Preston, Flora
Ruel, Anna
Stringer, Charles
Scott, Elsie K.
Wood, Anna S.
Wood, Anna B.

1875.

LANGUAGE COURSES.

Benfey, Myra P.
Bacon, Kate
Conway, George
Campbell, John K.
Finley, Mark F.
Foote, Matie D.
Lamb, Addie
Littlefield, Ida M.
Loughead, Ella
Miller, J. Romeyn
Nardin, Eugene C.
Phelps, Edith C.
Slayton, Sue C.
Tindall, Lizzie H.
Wall, Josephine

FULL ENGLISH COURSE.

Cooper, Alice
Coonradt, Jacob H.
Clark, Edward M.
Deuel, Andrew L.
Krell, Henry P.
Farley, Jennie C.
Griffen, Darwin C.
Hemingway, Mary J.
Johnson, August D.
Campbell, Milo D.
Keeler, Edward
Mills, Lucius W.
Myrick, George F.

COMMON SCHOOL COURSE.

Broderick, Sarah
Beurman, Jennie
Cutcheon, Anna
Craft, Clarissa
Cooper, John T.
Dexter, Philo
DuBois, Adelbert O.
Freeman, Bertha
Ford, Kate
Garton, Nettie
Hill, Anna
Hume, Maria A.
Hoyt, Lutie
Hitchcock, Ettie
Hotchkiss, Fannie
Journeaux, Cornelia
Lamb, Emma
Lambie, Mary
Miller, Frank B.
Newnham, Richard L.
Spooner, Mary
Webber, Martha E.

1876.

LANGUAGE COURSES.

Barnard, Martha
Brower, Addison C.
Davis, W. George
Freeman, Frank A.
Grant, George
Howe, Abbie E.
Jennings, Emma
May, John A.
Miller, Eugene
McMahon, Lois A.
Pullen Libbie, A.
Rankin, Henry C.
St. John, Charles E.
St. John, Frances A.
Wall, Frances A.

FULL ENGLISH COURSE.

Brainard, Ira N.
Comstock, Lizzie M.
Dunn, Dennis
Erwin, Mary Jane
Foster, Ella L.
Queal, Carrie
Ransom, Walter E.
Rosenberry, Alvan J.
Reed, Samuel S.
Spencer, James L.
Stockley, William W.
Seamen, Elbert
Wendell, Worth W.

COMMON SCHOOL COURSE.

Atwood, Mrs. Margaret
Billmeyer, Uriah D.
Bassler, Rosa
Beattie, Frances A.
Blackwood, Sara
Blackwood, Jennie B.
Chase, Frank
Coonradt, Philo D.
Fox, Richard E.
Fife, Delle
Fullerton, Jennie L.
Gray, Emma C.
Hollenbeck, Ernest
Herrick, Fred
Murta, Daniel
McGee, Sarah F.
McGee, Zelos F.
Nichols, Elmira
Paine, Romine M.
Prichard, Vernon P.
Perry, Edmund E.
Phillips, Norman L.
Quackenbush, Susan
Rundell, Nettie E.
Rice, Fayette G.
Salisbury, Ella L.
Selleck, Sarah
Stanley, John P.
Sherwood, Ella F.
Townley, Irving W.
Thompson, Philip G.
Upham, Albert A.
Woodard, Ida Alice
Wheeler, Aaron
Webber, Emma A.
Williams, Clara E.
Young, Addie
Young, Miranda

1877.

LANGUAGE COURSES.

Allen, Mary
Beach, Effie
Bellows, William E.
Barnard, Martha
Brooks, E. Andalusia
Bellows, Eva A.
Curran, Henry J.
Carus, Luana
Clayton, Mary S.
Eggers, Ernest
Hartman, Eugene
Jordan, James F.
Judd, Elsie A.
Munger, Christian
Newton, Durbin
Shaw, Levi F.
Stockley, William W.
VanTyne, Sarah E.

FULL ENGLISH COURSE.

Andrus, Walter M.
Beach, Phebe S.
Bellis, William
Everett, Carrie
Hawks, Addie M.
McCutcheon, Chas. T.
McAlpine, Enos J.
McVean, Mary
Pardee, Joel S.
Spinks, Agnes
Yutema, Douwe

COMMON SCHOOL COURSE.

Bird, Austin V.
Blackmer, Charles C.
Brower, C. Cass
Black, Edward D.
Babcock, Hattie
Butrick, Josie M.
Brokaw, Jennie H.
Buckingham, H. Deckie
Chandler, Alice A.
Cramer, Annie
Cranston, Ella A.
Cranston, Ida A.
Davis, Milo
Davis, Angie
Ford, James B.
Goodwin, Emma E.
Hicks, Charles
Hicks, Rhoda C.
Houghton, Mary A.
Holten, Emma E.
Jefferson, Maria
Kimble, Lillian
Mowry, Justin
Miner, Hannah E.
Phillips, Thomas C.
Pooler, Lida
Potter, Lura S.
Quirk, Mattie
Rice, William E.
Randall, Albert J.
Sutten, Fred
Shaw, Morris C.
Stowe, Eugene A.
Shaw, Josephine
Sischo, Ella M.
Travis, Jerome
Wallace, Farrand A.
Wells, Ida

1878.

LANGUAGE COURSES.

Allen, Jennie
Cupples, James W.
Dole, George Henry
Gilbert, Emma L.
Guthrie, Flora A.
Helber, Emma H.
Jenks, Hettie P.
Kahler, Louise C.
Lambie, Anna
Lee, Rose
Phelps, Neil S.
Pearce, Abbie
Rice, Emma
Wilson, Henry C.

FULL ENGLISH COURSE.

Ahnafeldt, Phebe
Brabb, Alice A.
Boyne, Nora
Clapp, Nellie
Grant, Robert
Harris, Lillie
Hamilton, Ella A.
Howell Phebe A. J.
Jones, Lou Agnes
Kittell, Mary A.
Kellogg, Lyman M.
Lennon, Mary
Merrill, Herbert L.
Preston, Addie
Rosenberry, Abram B.
Shotwell, Ambrose

COMMON SCHOOL COURSE.

Alexander, Lowella J.
Beckwith, Cora B.
Brewster, Helen E.
Buchanan, Florence A.
Babbitt, Helen C.
Brown, Leroy
Clark, Walter H.
Camp, Julia
Clyburn, Frank S.
Chess, Charles B.
Duncan, Jennie
Eastman, William H.
Fairman, Lillie
Fitzgerald, Ina
Freeman, Libbie
Fletcher, Azro
Hoyt, Mattie E.
Hoagland, Abbie R.
Harper, Eliza
Harris, Verna
Hammond, David
Jones, Sarah A.
Judson, A. Retta
Kelsey, George E.
Knapp, Frank J.
McDonald, Mary M.
McLaughlin, Alex.
McMullen, Henry C.
Mensch, Mary C.
Newton, Mattie
Osband, Eleanor
Preston, Hopeful M.
Pillard, George E.
Pratt, S. Franklin
Phillips, William B.
Phillips, Laura C.
Russell, Nettie L.
Ruggles, Eunice A.
Ramsey, Libbie
Rathfon, Anna M.
Shaw, Charles A.
Smith, Maggie H.
Smith, Minnie L.
Tilden, Jennie E.
Vetterle, Louisa
Wright, Aura C.
Whitmore, Hattie F.
Webster, Lodie M.
Wright, John C.

1879.

LANGUAGE COURSES.

Blackwood, Nellie
Baxter, Carrie L.
Babb, John A.
Clark, Cora
Deland, Amy L.
Haug, Edmund
McMurtry, William J.
Martin, Jennie E.
Osinga, Gerbrandus A.
Oliver, William H.
Pickell, Charles W.
Poole, Josephine A.
Pullen, Ella
Putnam, Mary B.
Stark, Maggie H.
Schofield, Hattie C.
Strickland, M. Alida
Tuller, Ellen N.
Wilson, Eugene A.

FULL ENGLISH COURSE.

Andrus, Ada
Bellows, Walter C.
Bogardus, Fannie
Chapman, LaBelle B.
Collett, Frederica C.
Chart, Susie E.
Coop, Matilda J.
Dodge, Albert
Gorton, Lewis G.
Gilbert, Alice H.
Hodge, George B.
Hettinger, Frank P.
Jenks, Mary E.
Kishlar, Eva L.
Lahuis, Albert.
Lee, Lucinda
Morrison, Nellie J.
McKenzie, Julia
Rorison. Stella
Rowley, Lina D.
Roys, Lura D.
Reynolds, Rose B.
Shotwell, Ida A.
Shaler, Villa
Thomas, Belle
Thompson, Mary G.

COMMON SCHOOL COURSE.

Alger, Julia C.
Babcock, Emma
Bailey Annie
Brown, Leon D.
Bacon, Mary E.
Barrett, John E.
Crotzer, Lyman J.
Clark, Eleanor
Clark, Jennie

Dudley, Harlan J.
Edington, Maggie
Ellis, Mary
Foster, Ella M.
Fullerton, Ida
Gage, Jennie
Hawkins, Ella A.
Howell, Libbie
Hunt, Thomas J.
Knapp, Frank J.
Lord, Lucy
McLennan, Hannah
Nethaway, Ella M.
Page, Anna
Royce, Alice
Simonds, Ella F.
Smith, Hattie H.
Smith, Mattie C.
Sargeant, Eva
Seibley, Emma
VanWickle, Frank W.
Wright, Cora M.
West, Ella I.
Zimmerman, Samuel

1880.

LANGUAGE COURSES.

Barrett, James
Broesamle, George H.
Clizbe, Warren D.
Cudworth, Blanche R.
Crombie, Samuel M.
Essig, Mary
Grawn, Charles T.
Mead, J. Newton
Paton, Jessie
Pattison, Lizzie
Rurtherford, Lu D.
Stevens, James H.
Stillwell, Orlando J.
Smith, Milton W.
Stafford, Mintie E.
Thomas, Jessie
Towner, Nannie

FULL ENGLISH COURSE.

Atwood, Chas. H. T.
Billmire, John W.
Bradshaw, Braddie
Barnard, Minnie C.
Bowers, Alberta J.
Castle, May W.
Calkins, Carrie
Cooley, Lottie
Haven, Edgar
Hughes, Ambrose
Jones, Levi
McQuillan, Theressa
Paton, Anna A.
Ray, Viola F.
Shartau, Gustavus A.
Stuff, Samuel F.
Trump, Eliza C.
Vischar, Johannes W.
Walker, Eva H.

COMMON SCHOOL COURSE.

Abbott, Abbie C.
Butler, Silas P.
Bucknam, C. Evora
Craft, Mary A.
Gardner, Mary
Gardner, Nellie
Huston, Jason D.
Lawrence, Stella H.
Moynahan, Kittie
Pinch, A. May
Phillips, Clara
Sutton, Mary M.
Stack, Mary
Stanley, Myron H.
Scott, Emma
Taffey, Beatrice
Winney, Sidney

1881.

LANGUAGE COURSES.

Bettinger, Marcus C.
Backus, Nellie M.
Bignell, Ann Janette
Ewell, Leona
Farnum, Nellie L.
Hollenbeck, Cassius
Hettinger, James
Lamb, Ida A.
Lovell, Herbert M.
McCraken, Mary R.
McVicar, John G.
Martin, Sara M.
Morley, Fred
Orcutt, Etta
Roberts, James Henry
Stay, Jay D.
Stone, Helen
Stringer, Eliza E.
Wallace, Jennie
Williams, T. Coleman

FULL ENGLISH COURSE.

Arnold, George Edw.
Brown, Mary J.
Burr, Ambrose F.
Ballard, William E.
Coltrin, Fanny
Coltrin, Jessie
Davy, Edith M.
Ellis, Eveline L.
German, Willard L.
Garrat, John F.
Honey, Cora Alice
Harter, Cora Estelle
Hambrook, William J.
Howell, David P.
Hand, M. Lillian
Kipp, Mary
Lee, Libbie
Lockwood, Harry A.
Mathews, Frances E.
McCausey, Bessie
Moore, Nettie May
Moorman, Enos W.
Northmore, James
Reynolds, Effie May
Smith, Dora E.
Spoor, Alice
Spoor, Ida A.
Steers, Loretta May
Trowbridge, Edw. G.
Turner, Frank Neal
Wheeler, Edwin M.
Woodworth, Charles
Woodworth, Helen E.
Waite, Amelia L.
Warren, Geo. Watters,
Young, Lizzie E.

COMMON SCHOOL COURSE.

Atchison, Nettie
Avery, Lincoln
Barnes, Estella
Barry, Lillie
Corwin, Ella F.
Delf, Amelia E.
Egery, Jennie F.
Greig, Nellie
Garlinghouse, Viollette
Graves, James Lyman
Holcomb, Della
Hindmarch, Mary
Howk, Hattie M.
Kern, Frank L.
Lockwood, Anna M.
Lathers, Alice
Miller, Fanny A.
Morrow, Margaret J.
Norton, Mary E.
Renwick, George D.
Smith, Henrietta
Schermerhorn, Caroline E.
Teetzel, Viola May
Wood, Persis M.
Western, John

1882.

LANGUAGE COURSES.

Bird, Charles E.
Beerman, Lena
Ball, Sarah O.
Bachman, Mary A.
Edwards, Adelbert D.
Grimes, Lillian I.
Hanlon, Martin
Hewitt, Walter C.
Jackson, John
Kidney, Elliott E.
Lee, Etta L.
Miller, Hiram W.
McKinney, Peter T.
McLouth, Lawrence A.
Norton, Carrie W.
Pierce, Charles S.
Robinson, Mabel L.
Robinson, Martha L.
Silsby, Mary J.
Webb, Mary E.
Weeks, Willis A.

FULL ENGLISH COURSE.

Bird, Frances E. Hinkley, Emma J. Laflin, Ella Kyle. Laflin, Ira B.

LITERARY COURSE.

Gay, Ella D. Hoadley, Kate A. Miller, Kittie C. Wheeler, Nettie E.

SCIENTIFIC COURSE.

Bailey, Benj. F.
Clark, May M.
Foster, Charles E.
Hitchcox, Carrie B.
Hutchinson, Silas P.
Lockwood, Gertrude
Lockwood, Mary F.
Nyland, Albertus
Rogers, Cora L.
Smith, Miles L.

COMMON SCHOOL COURSE.

Allen, Helen A.
Blyth, Edith F.
Buel, Addie M.
Brady, Ellen M.
Coonley, Hattie E.
Colon, Anna
Cowan, Helen
Dees, Joanna E.
Ellis, Jane M. Eugenia
Eastman, Ida J.
Ewer, Ida D.
Huston, Geo. Lyman
Jackson, Willard E.
Lamb, Susie J.
Martin, Matilda L.
Miller, Emma A.
Mount, Jennie E.
Owen, Mary Nettie
Redfield, Myra J.
Renwick, Mary
Renwick, Jennie
Smith, Dora B.
Smith, Ella R.
Thorpe, Rollin I.
Todd, Martha Luella
Taylor, E. May
Wells, Myra S.
Wormwell, Mrs. Maria

1883.

LANGUAGE COURSES.

Bobay, Maria A.
Brooks, William H.
Barton, Rose V.
Bassler, Lillie
Cheever, Fannie H.
Cheever, Walter
Dean, Eva P.
Dooling, Thomas
Fuller, Mary
Gitchell, Mary S.
Goodison, Florence
Hunt, Lillie S.
Harris, John W.
Hearn, William A.
Hutchins, Ch. Maria
Hoadley, William W.
Fuller, Emily
Kinne, Florence B.
Marble, Milton M.
McFetridge, George H.
Meacham, Leslie J.
Noyes, Tena
Richardson, Mary
Sinclair, James H.
Stansell, Fred R.
Stuart, Louise H.
Shuart, Worthy L.

ENGLISH COURSES.

Asquith, Sylvester J.
Barr, Maggie
Close, Helen
Feltz, George F.
Howe, Ermine A.
Hodge, Esther M.
Hanford, James H.
Heaton, Carrie R.
Key, George F.
Ruddiman, Emma M.
Soule, Annah May
Sherman, Anna E.
Southwick, Aurelia
Smith, Lottie E.
Shultes, Florence
Smith, Lora A.
Swift, Corrington E.
Tregellas, Mina
Tregellas, Ann
Wood, Anna E.
Woodworth, George L.

COMMON SCHOOL COURSE.

Blodgett, Belle I.
Betts, Kate
Covert, Belle
Church, Lizzie E.
Camp, Emily
Curtis, Blanche D.
Cannon, Lizzie
Chase, Emma
Duncan, Maggie J.
Earl, Marion M.
Earles, Agnes M.
Erwin, Addie A.
Fell, Letitia
Farr, Carrie
Fish, Currie E.
Fellows, Minnie S.
Fletcher, Dimmie K.
Gregory, Nellie
Hurd, Lydia J.
Hill, Emily C.
Hall, Elmer W.
Howe, Elva C.
Hurrell, Anna E.
Huntington, M. Addie
Holt, M. Roy
Kilpatrick, Jennie B.
Kinney, Laura
Kinney, Nettie
King, Luella
Lord, Louie E.

Muir, Jennie L.
McElhinney, Maggie J.
McIntosh, Libbie
Nugent, Susie
Palmer, Alice C.
Pickell, Lola M. P.
Redfield, Luella
Southee, Jessie V.
Stinchcomb, May M.
Tourville, Alphonso J.

1884.

ENGLISH COURSE.

Adair, Alpheus C.
Ainslee, Grace M.
Anderson, Lottie M.
Baker, Etta F.
Ball, Maud
Bellows, Jessie L.
Bishop, May M.
Buck, Benjamine F.
Burrows, R. Miriam
Carus, Oscar W.
Chapman, Lowella B.
Chapman, Grace V.
Calhoun, Tillie J.
Clark, Lida M.
Collins, Mary L.
Conklin, Martha P.
Cutcheon, Nora M.
Cornish, George W.
Drake, Ella A.
Day, Emma J.
Evans, A. Nettie
Fox, Harriet A.
Gardner, Mary S.
Hill, Mary S.
Hendryx, Luella T.
Hodge, Hattie M.
Henjes, Anna B.
Howe, Ida L.
Kimes, Emma
Kent, Emma L.
Levens, Carrie L.
Lynd, Andrew J.
Meacham, L. Belle
McDonald, Flora
Montgomery, James R.
Montgomery, John B.
Nichols, Lida J.
Nichols, Dora S.
Osborne, Fitz Roy
Power, Adelbert
Pretty, Emma E.
Perrin Amos B.
Rowan, Jeannie
Riggs, Violette M.
Reed, Mulford J.
Robinson, Georgia M.
Stevens, Phœbe
Smith, Laura A.
Stower, Millie E.
Shephard, Louise M.
Vining, Effie M.
Waters, Lucretia
Whitney, Clarence E.
Wiles, James A.

FOUR YEAR COURSES.

Alber, Amelia J.
Bassett, Mary L.
Ball, Julia A.
Barker, Sallie M.
Babbitt, Kurnal R.
Blodget, Charles L.
Brewster, Delbert W.
Coe, Henry T.
Champion, Willis J.
Cullyford, Lucy M.
Dohmstreich, Emma
Edgecombe, Eliza C.
Evans, Leonidas L.
Franklin, Mary H.
Foltz, Laura
Glover, Fanny E.
Hall, Adney A.
Hull, Warren C.
Hill, Mrs. Mina G.
Keatley, Lola G.
VanLaird, Mrs.
Murtha, Richard E.
Mackie, Adam
Mills, Melinda
McGill, Minnie
Murray, A. Jay
Rowe, George A.
Rolison, Fred D.
Richards, Carrie
Shaffer, Gertrude F.
Shaffer, Sadie
Spalding, Minnie
Shankland, Hattie A.
Sherwood, Mattie
Seaman, Dora B.
Thayer, Libbie C.
Transue, Nora
Taylor, Mrs. Grace V.
Townsend, Hugh S.
Towner, Laura M.
Vroman, Mrs. Ella C.
Vleit, Nettie E.
Wilkinson, Arthur O.
Weeks, Walter W.

1885.

ENGLISH COURSE.

Aldrich, Edessa
Ball, Kate
Ballard, Walter W.
Barrett, John E.
Bell, Robert W.
Bolton, Clara
Cooke, T. Dale
Cox, Lucy May
Cross, Kittie
Crawford, Lillian
Dodge, Rettie
Dolan, Mrs. Mary
Carwell, Jessie
Forger, Jennie A.
Goodell, Geo. M.
Gardiner, Stella M.
Green, Maud B.
Harper, Nellie
Jones, Sarah E.
Kelly, Ella
Knight, Dora
Lambie, Isabella
Marsh, Jennie D.
Miller, Florence
Murphy, Nora
Murray, Ellen B.
Nichols, Emma L.
Purchase, George H.
Rowe, Elesha
Sleeth, Ada
Sweezey, George B.
Saur, Albert
Steward, William G.
Stilson, Minnie B.
Skinner, Clara E.
Savigny, Katie
Taylor, Fannie M.
Trenbath, Mary E.
Utter, Mary
Visscher, Mary
Wells, Leroy, V.
Wilcox, Kittie
Wilbur, Eloise M.
Woodard, Luther B.

FOUR YEAR COURSES.

Biscome, Joseph
Benton, Howard
Boyd. Hattie I.
Buell, Viola
Benjamin, Henry P.
Crittenden, Eloise
Dennison, Geo. A.
DeWitt, Alton
Ebling, Elva E.
Ferguson, Edgar E.
Freeman, Edwin J.
George, Lucy
Gardner, Eugene M.
Hodge, Annie L.
Hazzard, Jesse M.
Hinckley, Frances
Haskins, Edna
Harris, James
Hunter, Abbie
Hale, Amelia
Kenyon, Elmer A.
Kelly, Anna M.
Kedzie, Libbie M.
King, Harry E.
Lodeman, Ernest G.
Miller, Owen L.
McDonald, Pollock J.
Miller, Andrew
Murphy, Maggie
Murphy, Ellen
Osband, William W.
Pinney, Kate M.
Porter, Nellie
Rogers, Ella
Remington, Blanche
Race, U. Grant
Straight, Sarah E.
Schall, Henry A.
Taft, Burton J.
Tedman, Arthur S.
Wallace, Maggie
Yerkes, George B.

1886.

ENGLISH COURSE.

Andrews, Charles T.
Bates, Eva
Bracket, M. Ellen
Brown, Lizzie A.
Crittenden, Lillie C.
Crippen, Luella
Conrad, Hattie E.
Cooper, Mary S.
Dixson, Minnie L.
Field, Florence A.
Goodno, Bettie M.
Golden, Nellie E.
Hammond, Mary Grace
Helmuth, Louise A.
Hess, Anna E.
Hoffman, Julia
Hyde, Minnie Z.
James, Bessie
Jessup, Will
Johns, Emma
Kelso, Lizzie

Kidd, William T.
Martin, H. Eugene
Merritt, Carrie E.
Merry, Mary
Milroy, Ina A.
Nichol, James E.
Pratt, Fannie E.
Phelps, A. Belle
Ressler, Jennie M.
St. Clair, Mary B.
Smith, Eva
Soper, Myra
Transue, Guy E.
Transue, Charles J.
Thompson, Isabella W.
Walker, Ellis D.
Weyers, Eleanor B.
White, Annie C.

FOUR YEAR COURSES.

Archer, Alice E.
Bacon, Helen E.
Bray, Harriet A.
Bailey, Susan R.
Burdick, May M.
Burleson, Arthur H.
Chalmers, William W.
Clark, Gertrude
Clark, Nora A.
Day, Matie C.
Deake, Cora A.
DeWitt, Mrs. C. Adams
DeBar, Edwin
Ditmar, Libbie
Gage, Inie M.
Gee, Edward F.
Goodison, Alice
Hart, Dora S.
Hart, Josephine A.
Holman, Lilly
Houghton, Spencer L.
Huston, Clifford R.
Krell, Carrie
Kniss, Lydia E.
Lawrence, Glen C.
Lodeman, Hilda
Matevy, Tibbie
Metzger, Fannie
McGee, George A.
Miller, Mary E.
Mickens, Charles W.
Muir, Lillie S.
Murray, Mildred M.
Newton, Mattie
Paton, Andrew
Phillips, Willard A.
Plunket, Edward M.
Smith, Clarence E.
Thompson, Clara C.
Turner, Kate
Udell, Minerva M.
Whitney, Myrtelle
Woodley, Oscar I.

1887.

ENGLISH COURSE.

Bates, Angie
Barker, Georgia
Bird, Alice J.
Bissell, Minnie L.
Briggs, Nettie B.
Brown, May O.
Buckingham, Alice
Crawford, Belle
Cottrell, Anna M.
Cloyes, Harriett A.
Cummings, Hattie E.
Dow, Grace
French, Lois A.
Funkey, Gertrude
Grattan, Mary
Gallatin, Jennie
Gibson, Mamie E.
Harnitt, Sarah C. J.
Harris, Eva C.
Hamilton, Lizzie R.
Hendrick, Lulu M.
Hicks, Warren E.
Ingram, Ida M.
Jones, Richard D.
Kemp, Adelaide J.
Kief, Fannie S.
Lamont, Sara
Lowe, Lucy E.
McCracken, L. May
Millett, Minnie
Millett, Nellie
McDonald, Leonora J.
McDonald, Eliza
Osband, Meda L.
Patrick, Helen M.
Phelps, Esther K.
Rogers, Jessie M.
Shall, Frank E.
Steward, Alma R.
Sherwood, H. Annette
Smith, Lillian A.
Schlichting, Bertha
Stone, Clara L.
Stuart, Mary
Titus, Edith R.
Thurston, C. Milton
Warren, Jessie R.
Welts, John A.
White, Mary
Wise, Margaret E.
Whitman, Prentiss E.
Williams, Ida M.
Woodin, May E.
Wood, Byron H.

FOUR YEAR COURSE.

Blakeslee, Edwin A.
Beebe, C'ark L.
Bowen, Wilbur P
Cushman, Alfred G.
Chase, M. Emma
Crippen, Anna F.
Deake, Ettie V.
Dorgan, William H.
Durfee, Nettie M.
Evans, Thomas L.
Estabrook, Joseph B.
Essery, Evan
Fanson, Mary
Fletcher, Lomina J.
Fimple, Gertrude E.
Foster, W. H.
Fowler, George
Harnitt, Anna M.
Hancorne, George E.
Kennedy, James W.
Kimball, Alice P.
Lamb, Fred S.
Major, Kate
McFarlane, Mattie A.
McIntosh, H. W.
McDiarmid, Jean
McKone, William J.
Naylor, Charles H.
Robinson, Georgia G.
Robbins, Chas. M.
Severance, Eugene
Stewart, Mary K.
Smith, Kittie I.
Townsend, Josephine C
Wheaton, Sadie J.
Whitley, Sarah
Woodward, Luther E

1883.

ENGLISH COURSE.

Bartlett, Jennie
Bennett, Edith M.
Brown, Annie M.
Bacon, George F.
Bogue, Sadie
Crawford, Carrie E.
Crawford, Sarah L.
Clark, Olive E.
Clark, Flora L.
Crittenden, Addie
Chase, Amorette
Dansingburg, Eva M.
Dean, David
Dodge, Edith M.
Dickerson, Charles D.
Evans, Almira L.
Eddy, Samuel
Fitzgerald, William J.
Foster, Archie C.
Foote, Eoline A.
Graves, Anna A.
Goodwin, Carrie L.
Hinckley, Cora
Kennedy, Charlotte E.
Lockwood, Anna M.
Lamont, Margaret
La Selle, Lillian
Linsbury, Charles E.
Mattison, Kate S
Mills, Blanche
Marshall, Belle K.
Marks, James A.
Miller, Lewis E.
Moody, Jessie
Moore, Nellie F.
McLachlin, Marie
McEncroe, Josie
McDonald, John E
O'Connor, [illegible]
Parsons, [illegible]
Roth, [illegible]
Seaman [illegible]
Stewart [illegible]
[illegible]

FOUR YEAR COURSE

[illegible]

Ferris, Perlia B.
Fox, Chas. Rossiter
Hipp, Henry G.
Hegardt, Emma R.
Hill, Willis D.
Jennings, Marian L.
Lewis, Walter F.
Merriman, Lewis H.
Miller, May Alma
Martyn, Annie
Patrick, Rolfe S.
Payne, Nina B.
Phelps, Maggie A.
Putnam, Ruth S.
Rice, Wilfred D.
Richart, Elva L.
Richards, Mary R.
Rogers, Ella
Steward, Willard G.
Schall, Hiram W.
Stirling, Wellington D.
Seed, William F.
Sliney, James
Stroup, Frank E.
Shuler, Jennie
Upton, Myrtle B.
Wall, Ida LaVendee
Wilson, Daniel F.
Whitney, Rosetta M.
Wood, Stanley O.
Wood, Florence L.
Watson, Evelyn

1889.

ENGLISH COURSE.

Andrews, Amelia M.
Adams, Augusta H.
Allington, Harriet
Allington, Sadie A.
Blythe, Edith F.
Brown, Anna J.
Bishop, Mary A.
Bunton, Cora E.
Bowlby, Georgiana
Brown, Alice L.
Boyle, Roger C.
Camburn, Lewis S.
Cook, Alma
Cook, Mary E.
D'Cilley, Dora A.
Dwyer, Lecia M.
Dorgan, Michael
Dorgan, Thomas
Edwards, Amelia A.
Golden, Jessie M.
Green, Alice K.
Griffin, Etta M.
Holmes, Hattie W.
Harper, Alice F.
Keedle, Sarah J.
Lockwood, Rosa I.
Lindsay, Marie V.
Morehouse, Emma M.
Moss, Anna S.
Monteith, Maggie S.
Mapes, Sheridan
Plowman, Luna M.
Petrie, John
Pierce, Marion
Roth, Emily
Roth, Mary
Stoddard, Rena E.
Stevenson, Alberta M.
Southwick, Lois A.
Skinner, Myron C.
Terry, Seth B.
Waldron, Clara
Walker, Lavancha F.
White, May L.
Waldo, Lulu

SPECIAL MUSIC COURSE.

Bellows, Leda
Duffield, Daniel W.
Pease, Marshall J.
Woodard, Gertrude E.

FOUR YEAR COURSE.

Begole, Fannie
Brott, Albert T.
Bates, Alanson S.
Bement, Jennie L.
Cady, Catherine M.
Coleman, Minnie F.
Conlon, Thos. A.
Carroll, George E.
Camp, Mary F.
Cook, Rachel
DenBleyker, Sara
Eisenlord, Lena
Fessenden, Agnes L.
Hendershot, Fred J.
Hayden, N. Howland
Hartbeck, Flora H.
Long, Nora V.
Ladd, Inez M.
Larzelere, Claude S.
LaSelle, Lillian
Lodeman, Frank E.
Lister, William N.
Norton, Frank A.
Parmelee, Milton R.
Quirk, Nellie
Rice, Wilfred D.
Roberts, Arthur C.
Stephen, John W.
Stegenga, Peter M.
Stuart, Marcia

Simon, Kittie C.
Severance, Melvin B.
Schlichting, Clara
Stackable, Robert C.
Trowbridge, Perry F.
Tate, Rachel
Witt, Estelle S.
Wright, Eltha C.
Wilber, Flora
Waterbury, Harry S.
Yost, Mary R.

1890.

FIVE YEAR CERTIFICATE.

Blount, Mary
Burgess, Hattie L.
Cross, Carrie A.
Cady, Louise M.
Corbin, Hattie J.
DuBois, Eva M.
Daniells, Fannie A.
Darling, Mate B.
Funston, Carrie F.
French, Leslie
Gray, Nettie Christina
Higbee, Carrie
Hutton, Sadie E.
Knight, Ernest G.
Kennedy, Belle
Kingsley, James R.
Keiser, Edward
Levens, Mabel
Lewis, Matie O.
McAdam, Minnie
Marvin, Nellie
O'Grady, Annie L.
Prowdley, Flora
Rieman, Wm. H.
Robb, Grace D.
Sullivan, Kittie
Stebbins, Elva
Shaw, Eva B.
Smalley, Gertrude L.
Tripp, Frances Ethel
White, Nettie J.
Walsh, Mary A.

LIFE CERTIFICATE.

Ames, Florence
Bailey, Delia S.
Bishop, Erma A.
Bromley, Brownie
Butler, Mariam
Brooks, Stratton D.
Bradshaw, Frank M.
Campbell, Hannah
Curtis, Luella
Creed, Luella L.
Camburn, Lewis S.
Cobb, Frank I.
Coates, Lemuel L.
Davies, Nettie L.
Daniell, Rose
Dunham, Fred C.
Duncan, Margaret J.
Eisenlord, Belle
French, Lois A.
Flower, Adaline W.
Farnham, Chas. A.
Gier, Samuel J.
Green, Myra W.
Green, Mary S.
George, Ransom G.
Howe, Roy J.
Hardy, Belle
Hynes, Ella
Huntington, Flora J.
Hanford, Belle L.
Ingraham, Fred. L.
Jewett, Ida Belle
Kimes, Byron C.
Latson, Mary E.
Lott, Henry C.
La Pointe, Ellen
Livingston, Hattie S.
Monroe, Eleanor
Mutschell, Tillie
Munger, William L.
Norbert, Delia J.
Nicholls, Alfred C.
Norton, Lucy S.
Nethercott, Efferd R.
Peet, Retta
Pickett, Edwin E.
Pickett, Abbie L.
Potts, Samuel E.
Pocklington, Ida M.
Pattison, Hattie A.
Pearson, Frances R.
Reynolds, Carrie
Richardson, Bert
Rogers, Ella
Spencer, Leah A.
Swartout, Mae
Sturgis, Alice
Sanders, Adah
Smith, Rush R.
Sweezy, Irene
Stirling, Nellie M.
Strawseight, Lizzie
Snow, Alfred C.
Thompson, James H.
Treat, Annie A.
Thompson, Harry D.
Turk, George O.
Trempe, Minnie O.
Valiuave, Delphine M.
Valentine, Miles E.
Warne, G. Herbert
White, Fred M.
Watson, Marion
Wells, Frank W.
Whitehead, M. Fronia

1891.

FIVE YEAR CERTIFICATE.

Adams, Metta A.
Angel, Lucy
Banwell, Susan Galpine
Charbonneau, Celina A.
Craw, Emma Ophelia
Cutcheon, Josephine M.
Clark, Bertha
Cronk, Carrie Weltha
Crumback, Allie Adele
Covert, Ida Martha
Davis, Eva Lena
Dasef, Alem W.
Doyle, Alice Clare
Derbyshire, Willits M.
Freeman, Mary Ella
Goffe, Hattie A.
Geer, Florence Eloise
Hinckley, Mary Belle
Hemingway, Delia Alice
Houston, John D.
Henderson, Lillian A.
Jenkins, Joseph R.
Loree, Ira Dean
Lewis, Ema
Morrison, Mae Emma
Malcolm, Wm. Graves
Munsell, May Augusta
McNeil, Emma
McKeown, Cecelia
Nichols, Henry H.
Roode, John Q.
Robbins, Amanda M.
Sines, Carl Mortimer
Slonaker, Harvey J.
Sanford, Lydia A.
Tupper, Lewis N.
Transue, Charles John
Webb, Susan R.
Weimer, Cora Belle
White, Frank M.
Warner, William E.
Wilcox, Harry D.

LIFE CERTIFICATE.

Aldrich, Grace Asenath
Austin, Robert Oliver
Bishop, Mabel Irene
Burridge, Judson G.
Brown, Alice
Blodgett, Herbert T.
Buck, Benjamin F.
Brophy, Ella
Bradshaw, Elvira A.
Beeman, Edmund
Boyd, Frederic J.
Chapin, Mary Bogardus
Crippen, Lillian A.
Cortright, Lillian M.
Carrick, Charles H.
Chase, Sara Thomasina
Creasy, Olivia
Dickinson, George H.
Doolittle, Cora
Doane, Harry Clifford
Dickinson, Sara G.
Davidson, Loana Maria
Flower, Emily
Goodspeed, Clara L.
Goodes, Minnie May
Hopkins, Ida May
Hoover, Alice Etta
Hale, Wm. H. C.
Henderson, Adalynn P.
Hawkins, Caroline W.
Hyzer, Herman Wm.
Hale, Mable Elizabeth
Jeffers, Fred A.
Knooihuizen, Nicholas
King, William H.
Lambie, Eunice Morton
Lane, Annie
Landfair, Kate Alene
Mandeville, James M.
McPhail, Helen Louisa
Moss, William Ray
Mills, Rolfe Archibald
McElheny, Bertha
Maxwell, Catharine E.
Marvin, Almon Lucius
McEncroe, Josephine
Mead, Ellsworth C.
Norton, Aurilla
Norton, Amy
Otis, Libbie Grace
Overholt, Lester S.
Osborne, Mary L.
Prowdley, Frank
Peck, Myrta Estelle
Plunkett, Hattie Marie
Palmer, Lucy Jane
Pullen, Laura Belle
Rogers, George E.
Snure, John
Sprague, Herbert A.
Smith, Josephine
Snure, Minnie
Stanley, George A.
Sheldon, Frances S.
Sloan, Nettie D.
Schafer, John G.
Sloan, Lida
Severence, Henry O.
Tefft, Mary Lillian
Tracy, Ina Lucinda
Wente, Olive M.
Walter, Minnie E.
Weir, William W.
Wheeler, Frank J.
Zimmerman, Maria

1892.

FIVE YEAR CERTIFICATE.

Atherton, Marvin M.
Allen, Eugenie
Allen, Fannie Irene
Allen, Fred
Abernathy, Eva Belle
Andrews, Nanie
Bassett, Edith
Baldwin, Carrie
Boice, Ethelyn L.
Blackburn, Hattie S.
Bristol, Orion L.
Brown, Clark Lester
Camp, Jessie
Card, Ada M.
Cady, Guy V. L.
Crittenden, Zena B.
Connell, Mary
Covert, Georgia L.
Castell, Daniel G.
Carpenter, Florence
Cady, Harriet A.
Cromie, Elizabeth M.
Dailey, Margaret A.
Earl, Bessie Aurora
Efferts, Lizzie Belle
Foote, Lucy Ellen
Ferguson, Lottie A.
Graham, Laura R.
Gregor, Benjamin
Garner, Minnie
Gardner, Altabel,
Goodrich, Ida Sarah
Howell, Viva A.
Hardy, Caroline S. W.
Hastings, Marthena E.
Hayman, Frank D.
Howell, John Chambers
Jamison, Eva H.
Josenhans, Rheinhold J.
Kingan, Mary Agnes
Kinney, Laura M.
Lawrence, Minnie B.
Lickley, Nora May
Little, Lucy Ellen
Mann, Retta
Murner, Eliza
Metz, Maud Alice
Mauzy, Grace E.
Myhrs, Jennie Pauline
Parker, Kittie
Pierce, Ella Louise
Pierce, Jessie Emily
Phillips, Lulu M.
Pardee, Belle
Robson, Antoinette E.
Roe, Abbie
Rogers, Louise
Robinson, Winnie J.
Shearer, Mary
Shafer, Frederic D.
Stewart, Linnie Maria
Sickles, Mae Z.
Slayton, Ada May
Southwell, Maud L.
Spencer, Ella M.
Tanner, Belle
Thompson, Martha A.
Trask, Mabel
Vreeland, Charles F.
Vorenkamp, Etta
Wait, Louis E.
Wetherbee, John A.
Waldron, Adah
Wolf, Flora E.
Warner, Minnie D.
Wetmore, Bess H.
Warren Frank E.

LIFE CERTIFICATE.

Allen, Cora Belle
Andrews, Frank E.
Andrews, Mark S.
Arthur, Frank E.
Bovee, Mary E.
Bendit, Eva
Babbitt, Nora Campau
Beardsley, Bessie C.
Briggs, Flora B.
Beers, Nelson B.
Coats, Minnie E.
Crittenden. Clifford D.
Curtis, Carrie E.
Carr, Etta May
Carnahan, Lydia L.
Camp, Elvira L.
Curtis, Charles W.
Culver, Hattie
Dickinson, Sara G.
Durfee, Stephen
Eddy, Alice M.
Ford, Arthur H.
Glover, Elizabeth E.
Glanville, Daisy
Gibson, Marjory
Gilmore, Elizabeth G.
Gray, Margaret C.
Gorton, Frederic R.
Hardy, Caroline A.
Hoffman, Oscar W.
Horrigan, Mary
Holloway, Ross L.
Hazard, Eleanor S.
Hinkley, Mary B.
Lincoln, Minnie M.
Lovell, Mary E.
Millis, Mrs. Mary L.
Marshall, William
Miller, Flora B.

Mosher, Edith R.
Merritt, Jessie M.
Moorman, Bertha E.
McMichael, Mary A.
McConnell, Frances M.
McLouth, Clarence D.
Nicholson, Judd B.
Nelson, Nettie B.
Prall, Satie E.
Peyton, Elizabeth B.
Paulin, Anna M.
Prudden, Helen A.
Prudden, Adah J.
Pease, Rubie W.
Rieman, John F.
Rouse, Grace A.
Romine, John W.
Randall, Minnie E.
Stuart, Mary B.
Stuart, Mary A.
Sigerfoos, Belle
Snowden, Harry H.
Sherman, Jennie A.
Smith, Ida A.
Shetterly, George A.
Smith, Cora M.
Tanner, Mary
True, Myra B.
Taylor, Nettie E.
Vandandaigue, Arzelie
Voorhees, Herbert S.
Voorhees, Delphine S.
Voorhies, George O.
Walker, Margarette A.
Wimer, Milton W.
Wallace, James H.
Woodward, Gertrude E.

1893.

FIVE YEAR CERTIFICATE.

Allison, Jessie M.
Basney, Burton E.
Bates, Fronia
Briggs, Nettie B.
Buerman, Eva E.
Bailey, Ella M.
Coddington, Ralph W.
Creagan, Anna M.
Cole, Blanche A.
Chapel, Winnie M.
Canright, Alice B.
Cope, Franklin L.
Case, Willis E.
Chaffin, Fannie
Dickerman, Anna L.
Douglas, Lola E.
Elwell, Effie G.
Erbelding, Eliz'th M.
Gribble, Phoebe
Glass, Ida M.
Haskins, Carrie A.
Hawley, Esther de R.
Harris, Grace L.
Hyde, Mary O.
Hall, Grace S.
Haines, Ida M.
Ives, Sarah A.
Jackson, Alberta E.
James, Jennie
Kelb, Susan
Kittell, Willet E.
Kinsman, Minnie V.
Kerredge, May M.
Loveland, Elwin O.
Lappeus, Addie
Loomis, Nellie M.
Lee, Cora M.
Lownsbury, Nellie
Muenscher, Josephine L.
Mackinder, Milo M.
McKinley, Charles R.
Norgate, Frances A.
Owen, Anna B.
Peterson, Josie
Pope, Elizabeth A.
Pope, Louisa
Richart, Franc A.
Schwartz, Sophia
Sherman, Mildred A.
Smith, Grace A. C.
Simpson, Mary A. S.
Savage, Nettie M.
Shaw, Inez P.
Sheeley, Mary E.
Sturdevant, Minnie L.
Thompson, T. Letitia
Tuttle, Lynn J.
Tempel, Fern F.
Titus, Winnie A.
Ulrich, Mary A.
Vanneter, Merritt C.
Vanneter, Pearl W.
Wood, Charles L.
Wells, Jennie A.
Wood, Lizzie M.
Winches, Grace G.
Wood, Mary W.
Walsh, Millie W.

LIFE CERTIFICATE.

Angevine, Frank E.
Adams, George H.
Brown, Wells G.
Blue, Peter B.
Bennett, Philip A.
Bellinger, Fred
Briggs, Altavene M.
Beal, Minnie
Buell, Bertha G.
Banks, Rush
Cook, Clara M.
Creasey, Frank E.

Cramer, William D.
Cowgill, Paul A.
Davis, Lucia A.
Dewey, Adaline F.
Farmer, Sara L.
Frary, Blanche E.
George, Grace A.
Green, Fred W.
Harshbarger, Minnie A.S.
Houtz, Bertha A.
Harris, Katharine W.
Hathaway, Maud C.
Hall, Emilie C.
Harris, Harley
Holbrook, Emma M.
Heath, Stella L.
Harris, Frances M.
Hall, Grace
Harrington, Frank J.
Looney, Katherine M.
Lynch, Alice E.
Lathers, John S.
Langford, Theron S.
McDougall, Hugh D.
McLaughlin, Owen M.
McNeil, Mary
Martin, Lawrence T.
Millis, Mary F. L.
McLouth, Clarence D.
Marshall, Berthena M.
Osband, Marna Ruth
O'Connell, Nellie B.
Phillips, Memie
Pattison, Minnie
Putnam, Virginia R.
Paton, Thomas W.
Romine, Frank E.
Robinson, Gertrude A.
Ryder, Edward H.
Stewart, Edith R.
Smith, Thersea
Sibley, Anna D.
Smith, Burton E.
Smith, Berton B.
Stegenga, Derk
Savage, Paul H.
Sweet, Milo J.
Sherwood, Angeline
Stoffer, John E.
Thomson, Nellie
Thomson, May E.
Thompson, Helen M.
Uren, Daisy
Wilson, Florence
Withington, Myron J.
Webster, Nonette
Webster, Estauce E.
Wilcox, Willis H.
Wilkerson, Nora D.
Walker, Bella Jane
Weber, Mathias
Zimmerman, Cornelia

1894.

FIVE YEAR CERTIFICATE.

Adams, Bertha M.
Andrews, Euretta
Aldrich, Helen F.
Armstrong, Edwin T.
Barker, Hattie
Bartlett, Lucy A.
Brakeman, Nannie C.
Bailey, Mary M.
Bartlett, Julia P.
Bissell, Maude
Buell, Flora C.
Bunn, Sophie G.
Buck, Helena H.
Bentley, Amy
Bentley, Ada
Crane, Edith M.
Colby, Rose
Cook, Moreland
Carleton, Iva M.
Cleaver, George
Cochrane, Mary E.
Cookingham, DeLette
Cusick, Eunice E.
Deane, Julia A.
DeVee, Mrs. Adaliza
Exelby, Elmer W.
Eldred, Edith M.
Fuller, Anna J.
Foote, Jay B.
French, Frank M.
Finley, Bertha V.
Gaw, Byrdie A.
Gasser, Caroline
Green, Wm. Austin
Gordon, Donald C.
Griswold, Frances M.
Gilbert, Evelyn
Hamlin, Alice L.
Hanaford, Adaline
Haddrill, Mattie L.
Howard, Benjamin F.
Howlett, Bertrand J.
Hollace, Ella M.
Hopkins, Frances E.
Hyder, Alice
Isaacsen, A. Lizzie
Ives, Fannie S.
Jenks, Allie
Krentel, Christian M.
Kirker, Martha R.
Lacey, Winifred V.
Lean, Nina
Lewis, Nina
McClaskie, Carrie

Mallison, Leona B.
McKay, Julia A.
McDougall, Mary B.
McCutcheon, Lillian
Nott, Nettie M.
Palmer, Lulu M.
Passage, Emily A.
Radford, Charles
Rudesill, Hattie
Smith, Emma L.
Sweeting ,May L.
Stevens, Florence L.
Simmons, Carrie B.
Sickler, Lura
Springstead, Julia M.
Smith, Sarah E. R.
Smyth, Georgia A.
Trowbridge, Zelma
Whitlock, Lucy E.
Wortley, Myrtelle D.

LIFE CERTIFICATE.

Aldrich, Frank T.
Arms, Anna V.
Barr, Carrie B.
Bartlett, Eva M.
Bowers, Estella I.
Bartlett, Jennie E.
Baker, Kate I.
Bockheim, Carrie
Babbitt, Alice L.
Conrad, Julia S.
Campbell, Mary B.
Clark, James E.
Daley, Hiram C.
Drake, Bertha
Dean, Ralph B.
Fraser, Maude
Foster, Jessie J.
French, Helen
Goodrich, Ernest P.
Goss, Etta C.
Goodison, Bertha
Granville, Verona E.
Holland, Rupert
Hyser, Frank H.
Holbrook, Lemuel G.
Hunter, Irving B.
Hall, Minnie O.
Holmes, Marion
Healy, Mary A.
Hooper, Harriett
Hollister, Alice M.
Hutson, Agnes K.
Johnson, Henry E.
Ludwig, William A.
Miller, Agnes C.
McCutcheon, Herbert
Marble, Stella M.
Mack, Amelia E.
Metcalf, Nettie V.
McFetridge, Mary E.
Norton, Charles H.
Orcutt, Rose H.
Post, Gardner A.
Parsons, Sara A.
Palmer, Nellie A.
Palmer, Dora R.
Ross, DeForest
Sherwood, Lucy M.
Sturgis, James W.
Southgate, Helen A.
Smith, U. Adelaide
Smith, Mabel W.
Thomas, Christine
Taggart, Mary A.
Travis, Ora
Uren, Mrs. Louise H.
Van Buren, Dennis C.
Vandeburg, Frank
Vogt, Fannie
Wilcox, Felix E.
Waring, Charles H.
Weed, Millie L.
Wilber, Minnie

1895.

FIVE YEAR CERTIFCATE.

Allen, Mary E.
Ayres, Nellie E.
Alexander, John M.
Baker, Mabel E.
Banford, Jessie K.
Baker, Estelle E.
Brewer, Nora E.
Bierkamp, Mary A.
Barnum, Edna G.
Bennett, Verne S.
Bauer, Mary M.
Brockway, Benj. W.
Burnett, Phoebe
Cromie, Margaret
Cromie, Mary B.
Crysler, Mary E.
Collins, Estelle
Casswell, Inez E.
Cole, Ira A.
Carney, Grace B.
Cawood, Minnie M.
Conklin, Rena P.
Castella, Helen
Dickinson, Sadie F.
Dyre, Marie E.
Devero, William C.
Foley, Jessie C. H.

Farmer, Arthur E.
Fletcher, Mamie Ella
Fitzpatrick, Isabel J.
Fowler, Bertha M.
Ferguson, Lauretta M.
Gierst, Charlotte A.
Graverock, Gyda
Geiger, Minnie K.
Grosvenor, Mildred A.
Girzi, Lida A.
Goldsworthy, Elsie M.
Godfrey, Jennie M.
Godfrey, Minna M.
Higgins, Jay P.
Howell, Joseph W.
Hill. Ada B.
Howard, Myrtis A.
Hemingway, Ada G.
Houck, Hessie M.
Hunker, Emma G.
Harger, Lena L.
Huff, Grace
Hessen, Mary G.
Hipp, Louisa M.
Hankey, Amelia
Herrington, Florence
Haas, Harriet M.

Janes, Eunice A.
Kline. Leona
Kopp, Edna G.
Keane, Mayme E.
King, Grace W.
Krenerick, Mary E.
Lowry, Sarah E.
Laughlin, Margaret T.
Lavigne, Mary E.
Lean, Jennie E.
Luxmore, Claude J.
Lang, Mary Anne
Myhrs, Cora Ellen
Mead, Edith
Mundy, Nellie D.
McGinnis, Mary D.
McDonnell, Lizzie E.
Mead, Grace
Moore, Harry E.
McCormick, Minnie K.
McMullen, Nettie
McDiarmid, Lester
Owen, Mary Alma
O'Keefe, Esther
Oberschmidt, Chris'ne L.
O'Neill, Elnora
Pope, Hattie
Packard, Martha A.

Palmer, Nellie
Pickett, Grace N.
Retallic, Anna
Rentenbach, Tillie
Reis, Elizabeth
Read, Carrie E.
Smith, Julia Elizabeth
Smith, Gertrude I.
Smith, Ernest H.
Smith, Grace Leona
Slocum, May A.
Sherwood, Grace
Stewart, Nellie
Spokes, Agnes M.
Straight, Bertha
Smith, Alberta A.
Townsend, Luella C.
Tilden, Jessie L.
Woodlen, Ætna M.
Watkins, Laura A.
Webb, Mabel E.
Wilson, Jeanie E.
Webster, Dana S.
Waltz, Anna M.
Whitlock, Etola M.
Westgren, Abigail
Walkinshaw, May L.

LIFE CERTIFICATE.

Adams, Lottie M.
Andrews, Frank E.
Augustine, Lettie O. H.
Barber, Carrie Anna
Baker, Jessie M.
Bartlett, Winifred E.
Brown, Nellie A.
Briggs, Ethelyn A.
Burgess, Charles H.
Clark, Irving A.
Case, Edith M.
Clark, Sereno B.
Comstock, Emilie O.

Carpenter, Mary B.
Cooper, Elsie E.
Copeland, Cornelia A.
Crippin, Carrie M.
Cogshall, Chas. H.
Diller, Harriet
Delaforce, Anna E.
Dimmick, Mary E.
Ellis, Harriet R.
Foley, Jessie C. H.
Farnam, Florence A.
Grigsby, Orrel
Gower, John B.

Greene, Clarence W.
Glass, Susie
Gould, R. Raymond N.
Geaghan, Blanche
Hall, Edward J.
Heath, Sara M.
Hayner, Earl
Harding, Louise
Hadlow, Nettie
Hawkins, Eleanor A.
Hendershott, Ella P.
Heron, Alice I.
Hughes, Mary Curran

Isherwood, Maude
Ingersoll, May H.
Kimmell, William L.
Kennedy, Andrew D.
Langley, Jessie P.
Leland, Joshua G.
Livingstone, Charles D.
Loomis, Leonard S.
Marvin, Albert C.
McAlpine, Schuyler C.
McNicol, Jeanie
McDonald, E. Della
Mosher, Clare D.
McKenzie, Mary V.
McLaren, Janet O.
McTavish, Katherine M.
Newcomb, Amy A.
Parks, Jessie L.
Pickett, Lulu E.
Pickett, Mary M.
Parsons, Gertrude L.
Pomeroy, May E.
Quackenbush, Edw'd J.
Resch, Edith N.
Rogers, Anna A.
Spangler, Lydia A.
Spencer, Leah A.
Smith, Ada B.
Scott, Alice Mary
Stout, Mary Theresa
Taylor, Rose M.
Taylor, Lillian
Taylor, Bessie V.
Travis, Mary L.
VanDusen, Janet Y.
Vanneter, Merritt C.
Weir, Henrietta E.
Wilson, Angelina
Williams, Daisy M.
Warner, Martha M.
Webb, Florence S.
Weed, Ethel M.
Whitehead, Richard A.
White, Nettie J.
Zimmerman, Bessie

1896.

FIVE YEAR CERTIFICATE.

Arnold, Amy A.
Ackermann, Minnie C.
Andrews, Mollie P.
Blair, Bertha L.
Boals, Florence R.
Boyrie, Alice M.
Buck, Charlotte
Blunt, Achsa M.
Brown, Ida L.
Byrnes, Lulu
Brewster, Dwight E.
Bidleman, Anna M.
Burlingame, Amy M.
Berry, Phy
Berrtholf, Maud C.
Bacon, Lucy Annie
Caldwell, M. Ethelyn
Champion, Annie
Creswell, Dexa Rose
Caul, Myrta L.
Cleveland, Julia A.
Cleveland, Grace
Chapman, Sara A.
Carr, Clara L.
Clinton, Helen
Dohany, Emmet E.
Densmore, Lucia M.
Downing, Ada Jewell
Davis, Deland A.
Eayres, Clara May
Eldred, Katherine N.
Erb, Clara L.
Fulton, Blanche
Fouche, Ella M.
Howard, Olive
Hunt, Mattie W.
Harden, Lulu B.
Hilton, Bertha R.
Headsten, Anna Rose
Hickman, Flora H.
Hurst, Jeannie B.
Jeffrey, Margaret
Judson, David H.
King, Sarah A.
Krumbeck, Rose L.
Loud, Bessie Adella
Lyon, M. Anna
Livesay, Bessie E.
Leonard, Louise
Lewis, Helen E.
Leary, Daniel F.
Leary, Katherine F.
Miller, Alice E.
Malherbe, Margaret M.
McCarthy, Agnes M.
Murphy, Margaret
McGee, Anna M.
McDonald, Meda
Murray, Alice
Mathews, Bertha W.
McDougal, Jennie M.
McCormick, Julia V.
Osborn, Irene R.
Prindle, May
Pierce, Ida
Paul, Mayme L.
Peck, Edna J.
Peck, Lizzie M.
Paxson, James B.
Perkins, Mary
Page, Sophia
Poorman, BeDee M.
Rabey, Annie J.
Sands, Effie
Sayles, Edith M.
Stewart, Thomas E.
Smith, Nellie M.
Stokes, Belle

Snowdon, Albert A.
Sweet, Minnie G.
Stevens, D. Annetta
Snow, Mary L.
Smith, Mabel L.
Smith, Orra M.
Smith, Anna H.
Strong, Mary E.
Tucker, Edna L.
Tiffiny, Minnie
Tuthill, Blanche E.
Town, Edna C.
Thurston, Jennie B.
Taylor, Grace E.
Wood, Anne E.
Williams, Anna G.
Wise, Lena G.
Wessels, Edithe
Ward, Eva Fulton
Walker, Myrtle A.
Wood, Allen F.
Worden, Orpha E.
Wimer, Ida May
Waltz, Mabel A.
Withey, Kate A.

LIFE CERTIFICATE.

Aldrich, Susie M.
Atkin, Edith Irene
Bell, Hubert Edwin
Bouldin, Harriet L.
Bordine, Mina E.
Barrows, Harlow H.
Bement, Adelaide K.
Bullard, E. May
Benedict, Ada May
Brown, Mary E.
Becker, Isabella M.
Burdick, Orion L.
Beck, Jay M.
Benson, Arthur F.
Benson, Earl F.
Brown, Forest B. H.
Bates, Agnes A.
Ball, Alice H.
Bradley, Arthur
Crosby, Bertha I.
Coverdale, George H.
Chapman, Wash'ton H.
Cobb, Myron A.
Cooley, George D.
Clark, Esther M.
Clark, Grace Lydia
Chapel, Rosa B.
Desmond, Julia
Daker, Nellie
Dunham, Mary A.
Dunham, Katharine E.
DuBois, Mary B.
Delaforce, Nellie M.
Dawson, Jean
Estlow, Harriet E.
Edwards, George Anna
Everett, John P.
Emery, Lottie M.
Edgar, Ernest J.
Ford, Grace
Fairbanks, Lola A.
Fairchilds, Elizabeth N.
Fox, Georgia E.
Gardner, Mary E.
Graham, Belle G.
Gates, Mina M.
George, Harriet, L.
Gregor, Benjamin
Greenaway, Flora
Gregory, William M.
Huyck, Sara Edna
Harmon, Theron A.
Holmes, Mary Edith
Hurd, Virginia M.
Hillard, Alta M.
Hay, Caroline
Horn, Mary
Hetley, James H.
Hadlow, Ella
Hall, Nellie Hattie
Hall, Carrie L.
Hathaway, Dorothy M.
Hunt, James Daniel
Knapp, Bernice E.
Kirby, Myrtle D.
Kennedy, Belle
Kemp, Florence
Lickley, Ivy May
Lindsey, Mabel C.
Leins, Katherine
Loomis, Grace A.
Lockwood, Lamont H.
Linderman, William H.
Mellencamp, Frank J.
Mullen, Frank E.
McCormac, Kate F.
Mertz, Emma Jane
McDiarmid, Warren L.
Miller, Adelbert A.
MacKenzie, Harriet M.
Nagler, Louise C.
Overholt, Elmer E.
Paton, Christina E.
Parker, Mary Adelaide
Pitts, George A.
Robinson, Emma J.
Raymond, Samuel W.
Replogle, Ida B.
Robins, Ida M.
Radcliffe, Flora B.
Ransom, Angie T.
Rutherford, Grace
Riopelle, Eva
Robison, Eudora V.
Stiles, Jessie M.
Spaulding, Emma A.
Slingerland, Anna G.
Starks, Lily A.
Steele, Ida A.
Southgate, Mary F.
Swaine, Florence L.
Sinclair, Frank E.

Shaw, Georgia A.
Schermerhorn, Lizzie M.
Thorpe, Ira G.
Tripp, Frances E.
Tooze, Fred J. S.
Tower, Ward
Taylor, Fanny B.
Thomas, Flora M.
Taylor, Belle
Urban, Adelaide J.
Ulber, Margaret C.
Warner. Alice A.
Walsh, Hattie C.
Williams, Roy E.
Wickes, Gertrude M.
Warren, Leo E.
Woodin, Helen
Young, Greta B.

1897.

FIVE YEAR CERTIFICATE.

Allen, Etta F.
Averill, Mary E.
Batt, Katherine M.
Burke, Anna R.
Bryant, Maude L.
Broesamle, Fred L.
Bliss, Madge
Blackmer, Bertha A.
Brennan, Margaret J.
Breene, Sara
Campbell, Lavilla H.
Clinton, Jennie
Cavanaugh, Alphonso
Chandler, Luella M.
Feeley, Margaret M.
Gries, Lizzie M.
Gordon, Julia A.
Harris, John B.
Hanna, Mary B.
Hitchcock, Edith K.
Hawkes, Maude E.
Hoyt, Elen I.
Higgins, Marie E.
Holmes, Bertha A.
Howard, B. Adna
Huntoon, Eva L.
Hesse, Nina M.
King, Fanny C.
Lake, Clara J.
Markham, Harry A.
Marvin, Maude
Marvin, Metta
Mayze, Mary
Millard, Emma L.
Morse, Anna E.
Markham, Awildia
Marvin, Arthur F.
Mastin, Alberta
Morsman, Beulah
McArthur, Jennie H.
McDonough, Margaret
Metcalf, Jennie A.
McCarthy, Kate
Nester, Mary A.
Pfaff, B. Isabelle
Pearce, Webster H.
Pitkin, Ernest N.
Powers, Carrie
Robbe, Emma
Robbe, Anna G.
Rhodes, Earl N.
Sherrod, Addie M.
Selleck, Judson F.
Soults, Hattie M.
Starks, Blanche A.
Shunk, May E.
Shingler, Helen M.
Smith, Edith
Tooker, Herbert C.
Valentine, Lulu M.
Van Buren, Rosslyn H.
Ward, C. Peter
Welch, Edgar P.
Watson, John H.
Warner, George G.
Wees, Mina B.
Willett, Flora C.
Watters, Benj. J.

LIFE CERTIFICATE.

Aldrich, Helen F.
Allison, Clara J.
Bradshaw, Eloise S.
Bentley, Ada E.
Bentley, Amy S.
Burkhart, Mary
Burdick, Nina G.
Bibbins, Carrie E.
Brown, William L.
Barbour, Robert E.
Benson, Edwin C. C.
Bartlett, Julia P.
Bennett, Clara M.
Babcock, Elizabeth E.
Bamborough, Renna E.
Brown, Ida L.
Brown, Anna Belle
Brayton, Louise
Brewster, Dwight E.
Bowen, Nathan H.
Champion, Anna
Chase, Clara A.
Chapel, Avis G.
Cowell, W. Glenn
Cole, Florence M.
Cady, Jennie L.
Calkins, R. D.
Chase, Alta B.
Childs, A. Winifred
Cook, Byron M.
Cross, Irving
Drake, Theo. F.

Dole, Clara
Downing, Lillian I.
DePuy, Purnell A.
Dean, Elsie M.
Davis, Darrell H.
Drew, Eula M.
Edwards, Daniel S.
Edwards, Anna B.
Ellsworth, Frank E.
Ellis, William A.
Farmer, Arthur E.
Fuller, William C.
Finch, Anna D.
Fuller, Ida M.
Freeman, Mary E.
Field, Mabel D.
Ferguson, Lois E.
Fuller, Ada A.
Gardner, Charlotte E.
Grierson, Anna M.
Greene, Florence A.
Gingles, Ollie A.
Gurd, Edith M.
Ganiard, George E.
Goodrich, Francis L.D.
Gardner, Harry E.
Godfrey, Kate
Gibbs, Edith M.
Howland, Ethel M.
Hawkins, Harriette M.
Harper, Anna M.
Hall, Linda E.
Hegner, Ida S.
Howell, Maude M.
Hathaway, Hope H.
Howe, Emery D.
Hetley, Alice B.
Henne, Ezra S.
Harrison, E. Wilbor
Howard, Jerome W.
Holmes, Estella
Johnson, Alice E.
Jordan, Belle C.
Jerome, Myron
Johnson, Lena M.

Jacox, Nora D.
Kapp, Edith M.
Kaye, Elizabeth C.
Kirk, Nettie R.
Krepps, Deloria I.
Keller, Myrtle B.
Kittery, Nora
Knapp, Lois E.
Kelly, James E.
Kilgour, Bertha F.
Loughnane, Emma C.
Lovewell, Lucia A.
Lathers, Adelbert E.
Lockard, Abbie R.
Lowell, Mary I.
Miller, Fannie
Martin, Julia
McCormick, Julia V.
McDonald, Norman A.
Mitchell, Catherine
Maxson, Dora E.
Müller, John F. E. C.
Marshall, Viola M.
Myers, Ruth E.
Maveety, Edith O.
Maybee, John W.
Murdoch, Albert H.
Milner, Lou N.
Mast, Samuel O.
McNeil, Elizabeth,
Nicholson, Joseph N.
Ocobock, Joseph
Oliver, Consuelo J.
Palmer, B. Grace
Paxson, James B.
Perkey, Zora M.
Platt, Arthur L.
Pomeroy, Esther C.
Parmelee, Rena S.
Parks, Fred H.
Putnam, William S.
Phillips, William N.
Reinl, Alice E.
Richardson, DeWitt
Richmond, C. E.

Randall, Ray A.
Russell, Myrta
Raikes, Helen F.
Richardson, Annice T.
Robertson, Jessie M.
Rains, Ada R.
Rappleye, Martha F.
Savage, Rosamond F.
Smith, Leslie G.
Smith, Ruth L.
Sellors, Lucile
Snyder, William H.
Sprague, Maude
Snedicor, Jennie M.
Stevens, Adah M.
Steele, Frank N.
Sisson, Perry L.
Sheldon, Florence E.
Smith, William A.
Severance, Lucy
Tuttle, Laura H.
Thayer, Anna W.
Thayer, Grace C.
Thompson, Mary E.
Tiffany, Allie F.
Trounson, Elsie
Traphagen, Delmar H.
Van Patten, Nellie V.
Van Valkenburg, Evelyn
Whipple, Frank E.
Warner, Florence M.
Whitbeck, Albert J.
Warner, William M.
Wood, Mary B.
Wimer, Ida M.
Walter, Loan J.
Wade, Richard H.
Wykoff, Rosabelle V.
Warren, Marcella E.
Wright, Winnifred
Webb, Lester
Whitney, Anna E.
Wood, Andrew H.
Young, Armena M.
Young, Clyde L.

1898.

FIVE YEAR CERTIFICATE.

Atherton, Catherine M.
Adams, Edith
Adams, Gertrude
Boyd, Edith M.
Bird, Minnie
Berry, Cora May
Bowen, Cora L.
Carr, Gertrude
Cherry, Nettie C.
Crosby, Jessie D.
Cutler, Lillian B.
Doench, Adaline L.
Dennison, Bertha M.
East, Mary E.
Fisher, Emma E.
Gillespie, Wilmer J.
Gibson, Louise M.
Holridge, Fannie L.
Hammond, Lulu M.
Lamb, Eugenia
Lee, Anna J.
LaBounty, Orvice
Knopf, Anna Sibyl
Marshall, Bertha
Marshall, Lois
Moore, Alice E.
McCullough, Cyrus L.
Perrin, Eleanor
Powers, Grace E.
Richmond, Nellie I.
Reading, K. Irma
Rumbaugh, Mary L.
Ronan, Bertha M.
Shaw, Grace I.
Stephenson, Ray W.
Sampson, Eva M.
Shadek, Rosamond
Tripp, Ada B.
Vroman, Maude C.
Vester, William R.
VanBuren, Marian
Western, Sarah
Wilkins, Olive M.
White, Jennie B.
Wilson, Rose
Waterbury, Chas. E.
Waterbury, Asahel R.
Westland, Nellie M.
Wilsey, Myrta M.

LIFE CERTIFICATE.

Allen, Fannie I.
Allen, Winifred A.
Alexander, John M.
Agnew, Hugh E.
Aitken, Elizabeth
Blakeslee, Bert N.
Barnhart, Edwin A.
Barnum, Mary E.
Bay, Alena
Ball, Nettie May
Bangs, Florilla A.
Benjamin, Fame
Benedict, Olive S.
Bellamy, Agnes L.
Brennan, Margaret J.
Bellamy, Ida Anna
Bentley, Bertha M.
Bliss, Madge
Biesky, Augusta
Bliss, Anna Mercy
Brittan, Bessie M.
Brooks, S. Jennie
Bolger, William A.
Broesamle, Fred A.
Boyer, Kate A.
Bole, Simeon J.
Bowdish, Grace M.
Bowdish, Inez M.
Burk, Nellie M.
Bull, Anna M.
Burke, Anna R.
Bryce, Inez M.
Cassidy, Catherine E.
Cameron, Marion A.
Chapel, Winnie M.
Carter, Minnie L.
Cady, Adella H.
Cady, Mary E.
Calkins, Glenadine
Clark, Louise
Charbonneau, Anna M.
Craw, Emma O.
Creswell, Dexa R.
Clement, Olive E.
Christensen, Magdelena
Covert, Georgia L. M.
Crostic, Lina
Cooley, Myrtelle M.
Crowley, Ella M.
Cooper, Kate M.
Cope, Olive M.
Cosper, Dolly N.
DeCamp, Stella Jean
Dennie, Ettie
DeWitt, Clyde A.
Drew, Leeta M.
Doxtader, Guy O.
Dougherty, Charlotte
Downing, Estelle
Dunlap, Anna K.
Eadus, Lillian
Edwards, Alice J.
Egeler, Salome C.
Fanson, Bertha C.
Fryer, Maggie M.
Gardner, Ella M.

Gillespie, Grace E.
Glaspie, A. Bird
Grant, Agnes L.
Green, Catherine B.
Greenaway, Pearl
Greenwald, Emily H.
Gregory, Anna L.
Gibbs, Hugh E.
Gordon, Julia A.
Gordon, Grant W.
Godfrey, Mallah V.
Hawks, Earl B.
Harlow, Leila M.
Haskins, Xenia B.
Harvey, Katherine
Hansen, Lena B.
Hamet, Florence H.
Haight, Edith M.
Halstead, James B.
Haner, Edna H.
Hendricks, Lauretta M.
Hill, Ruth N.
Hough, Lena L.
Hookway, Gertrude V.
Hope, Clara A.
Houghton, Grace A.
Huber, Allie E.
Jackson, Adelia W.
Jacka, Cordelia
Jenks, Carolina L.
Kinne, Zachariah Jr.
Knolls, Mamie
Kopp, Mary B.
Lappeus, Anna L.
Lawler, Anna L.
Laird, Leora J.
Lamb, Frank M.
LeGault, Marie J.
Leonard, Carlotta B.
Leary, Minnie
Lickly, Emma J.
Longman, Marion W.
Lloyd, Hetty
Lull, Herbert L.
Macklem, Ida A.
Mann, Mary I.
Manley, Minnie M.
Mackey, Elizabeth S.
Marshall, Margaret E.
Mans, Louise S.
Merrill, John
Mikesell, Addie A.
Mills, Carrie E.
Mitchell, Gertrude L.
Miller, Rutherford B.H.
Miller, Henry C.
Morseman, Beulah L.
Morse, John A.
Murphy, Elvira M.
McLaughlin, James H.
MacArthur, Martha A
McArdle, Mary E.
McNevins, Bridget D.
McGillis, Eliza
McDonald, Tena
McDonald, Wm. R.
Newman, Sylvia M.
Nunnely, Della N.
Pratt, Henry F.
Paton, Ella M.
Peterson, Laura C.
Perry, Mabel J.
Penglase, Bessie
Pitkin, Ernest W.
Pugsley, Edna L.
Pullar, Nellie
Rankin, Vera L.
Ransom, Nina L.
Rabjohns, Jennie
Rossman, Grace W.
Rhodes, Earl N.
Small, Eugene L.
Sawyer, Myrtle E.
Sweetland, Tracy O.
Snidecor, Frederic G.
Smith, M. Louise
Smith, Minnie A.
Sattler, Thomas M.
Smith, Lucy E.
Springsteen, Rosalie A.
Simon, Rose J.
Sunderland, Ada G.
Struble, Ralph H.
Tanner, Lora D.
Tayler, Myrta L.
Tracy, Maud E.
Taylor, Eva M.
Travis, J. Bertrand
Treiber, Minnie
Todd, S. Edith
Thompson, Martha A.
Thompson, Kate R.
Upton, Clifford B.
Uren, Anna M.
Vincent, Mabel A.
Vincent, Harriet L.
Walker, Myrtle B.
Warner, George G.
Watters, Benjamin J.
Webster, Dana S.
Willits, Clara M.
Wilsey, Edith A.
Wilson, Cora
Wilson, Ella M.
Wilber, Austin E.
Wilson, Ebin
Wilson, Gwyneth W.
Wilde, Mina A.
Woodruff, Eleanor E.
Yeomans, Luella M.

1899.

FIVE YEAR CERTIFICATE.

Ackermann, Martha B.
Alderman, Ida M.
Boulger, Martha L.
Bennett, M. Antoinette
Briggs, Margaret E.
Burhans, Levi A.

Crook, Ernest E.
Crawford, Florence
Cowan, Edith E.
Cady, Blanche C.
Doud, Maud N.
Dunham, Mary A.
Dunstall, Agatha
DuBois, Ella L.
Eccles, Mary
Flatt, Ella May
Fairchild, Hattie M.
Fisher, Lillian
Hutchins, Abbie A.
Harter, Nellie A.
Jones, Mary E.
Junker, Anna
Kelly, Margaret A.
Lockwood, Jessie F.
Lawson, Lottie
La Munion, Minnie
Lent, Mary L.
Lyon, Alma
Malcolm, Harriet J.
Malcolm, Frank J.
McDonald, Ora
Mosely, Nellie A.
Mann, Jessie E.
Nesbitt, H. Beatrice
Newfang, Myrtle
Palmer, Darwin H.
Reeve, Cora A.
Ryder, Georgia
Root, Mabel
Riopelle, Mertie M.
Ross, Charles R.
Salliotte, Gertrude E.
Salisbury, Maude

LIFE CERTIFICATE.

Adams, Gertrude
Ash, Ethel M.
Allen, Maude E.
Agnew, Claudia L.
Allison, Jessie M.
Armstrong, Vesta E.
Austin, Edith E.
Barnard, Donna L.
Barber, Louesa C.
Bandfield, Edna J.
Baley, Anna I.
Bacon, Nellie J.
Batt, Katherine
Baxter, Gertrude
Bailey, Minnie
Bay, Marion E.
Berry, Cora M.
Benjamin, Maude
Bliss, Clara A.
Briggs, Nettie B.
Borchardt, Elizabeth I.
Bontell, Horace S.
Brown, Frances
Borer, Carrie L.
Butterfield, Frances M.
Brown, Catherine M.
Coddington, Ralph W.
Cawley, Anna C.
Campbell, Lois E.
Champlin, Cora G.
Chase, Lulu B.
Chase, Martha I.
Clark, Arthur P.
Chapin, Mary C.
Cady, Mabel P.
Cavanaugh, Alphonso
Clarkson, Margaret L.
Creech, May E.
Cross, Genevieve
Covert, Inez F.
Coates, Elizabeth
Cook, Florence
Cooper, Cora B.
Culver, Ida A.
Churchill, Fred M.
Cummings, Elna D.
Culbertson, Stella E.
Day, Allie
Davis, Bertha E.
Davis, Mary M.
DeFeyter, Carrie C.
Delaforce, Allie E.
Deal, Lillian
Defendorf, Neva G.
Dicus, Alice I.
Doerr, Emery
Dodds, Alice M.
Doane, Anna L.
Dunnigan, Agnes
Dunn, Etheiyn
Dohany, Emmet E.
Dugas, Byrnina
Eastwood, Florence A.
Edwards, Mabel E.
Engle, Emma J.
Ellis, Mamie E.
Elliott, Ina C.
Eddy, Pearle
Evans, Francis L.
Everett, Henry
Fox, John L.
Faling, Lulu R.
Flaherty, Mattie J.
Fleming, Joseph E.
Ferguson, Bae
Freeman, Emma E.
Friis, Lena L.
Fritz, Minnie M.
Fisher, Lovisa A.
Follmer, Laura M.
Frost, Andrew J.
Galloway, Kalista
Gano, Harriet E.
Gates, Alma A.
Gilson, Christine A.
Gilbert, Grace V.
Grosvenor, Lou G.
Goldsworthy, Josie
Godfrey, Melanie C.
Hampton, Gertrude L.

Haskins, Carrie A.
Harris, John B.
Harris, William
Hanford, May E.
Harris, Mary L.
Hansen, Sigrid A.
Haggart, Laura J.
Hathaway, Blanche L.
Hesse, Nina M.
Hinsliff, Minnie J.
Howard, Bertha M.
Holmes, John T.
Hoppe, Nerissa
Hutchins, Lou R.
Hyde, Martha
Howard, Benjamin F.
Irwin, Edith C.
Joy, Lydia O.
Johnson, Thomas F.
Juttner, Marian F.
Knapp, Cora L.
Kelly, Deane W.
Kelly, Margaret J.
Krenerick, H. Clyde
Kellgren, Nellie W.
Kellgren, Jennie C.
Kennedy, May J.
Kimball, Wm. D.
Kinnicutt, Grace
King, Sarah E.
Klotz, Jay B.
Keating, Rose A.
Lancaster, Rachel
Lander, Bessie
Lawler, Tim A.
Lawrence, Harriet K.
Lister, Wm. Sherman
Loupee, Sherman L.
McCartney, Cloe E.
McMahon, Bridget
McRay, Isabell
McGinnis, Daisy J.
McGuinnis, Margaret L.
McCullough, Cyrus L.
Marvin, Metta
Magauran, Josie
Mason, John F.
Marble, Allie E.
Maegle, Wilhelmina
Morse, Grace Alma
Martin, E. Jay
Metras, Louis H.
Miller, Laura L.
Mills, Mabel L.
Mitchell, Ida
Miller, Lana Stella
Mines, Grace E.
Moore, Florence L.
Moses, Vanchie P.
Nichols, Arthur S.
Newcombe, Jennie
Newton, Bertha L.
Nichols, Lizzie G.
Parke, Cleantha
Pascoe, Clara
Parker, Ivis S.
Parham, Effie M.
Pepper, Margaret
Perkins, Emma
Phillips, Ethel L.
Pierce, Harriett L.
Priest, Irma
Powers, Cecile
Quirk, Florence
Reed, Ernest J.
Rankin, Walter J.
Rappleye, Mollie S.
Ray, Emma L.
Reed, Jessie M.
Redlin, Marie
Riopelle, Nellie
Riggs, Walter D.
Rockwell, Ethel
Roper, Gertrude L.
Roberts, Mabel V.
Robinson, Margaret B.
Rossa, Agnes
Rorabeck, Linna
Rorabeck, Runa L.
Rohn, Emma A.
Root, Florence P.
Rose, Bessie D.
Russell, Minnie
Shaw, Edith E.
Sanford, Mary E.
Shafer, Lennah P.
Stewart, Manson A.
Selleck, Judson F.
Spencer, Katherine E.
Stewart, Clara B.
Sheldon, Alice M.
Sweet, Lillian M.
Steinbach, Charlotte A.
Seagraves, John F.
Stitt, Albert C.
Smith, Winifred
Smith, Jeannette E.
Smith, Mildred S.
Sturgis, Margaret G.
Shupe, Katharine M.
Snyder, Morris K.
Stephens, Mary
Slates, Effie M.
Smith, Grace L.
Snowden, Albert A.
Thayer, Marion A.
Thayer, Herbert B.
Thomas, Lillian I.
Thompson, Iva L.
Turner, Lottie M.
Van Zanten, Jecoba
Van Orden, Agnes
Vyn, Clara
Walker, Maude
Wallace, Lucile A.
Waterbury, Charles E.
Weippert, Minnie
Weaver, Theodore
Westgren, Amy
Wilkinson, Charlotte J.
Whitcomb, Lemley P.
Wilson, Laura N.
Wright, Blanche
Wilcox, Hattie M.
Worts, Edith C.
Woodruff, J. A.

List of those who have received the Degree of Bachelor of Pedagogics (B. Pd.).

1890.

Brooks, William H.

1891.

Blodgett, Charles L.
Chalmers, William W.
George, Ransom G.
Hodge, George B.
Hayden, Norton H.
Hull, Warren C.
Hayes, Ella M.
Hewitt, Walter C.
Jennings, Alfred E.
King, Edna A. H.
King, Harry E.
Kniss, Lydia E.
Pearce, Abbie
Soule, Annah May
Shartau, Gustavus A.
Townsend, Charles O.
Vandewalker, Nina C.
Wall, Ida LaVendee
Wilson, Robert H.

1892.

Bronson, Jay J.
Brown, Alice
Brooks, Stratton, D.
DeBarr, Edwin
DeWitt, Alton D.
Grawn, Charles T.
Lightbody, William
McMahon, Lois A.
Nardin, Eugene C.
Paton, Annie A.
Putnam, Mary B.
Smith, Clarence E.
Trowbridge, Perry F.
Woodard, Gertrude E.

1893.

Freeman, Edwin J.
Miller, Owen L.

1894.

Flanegan, Oren S.
Farnam, Charles A.
Holden, Perry Greely
Houghton, Spencer
Holden, Burto Arnold
Severance, Henry O.

1895.

Camp, Mary F.
Eagle, John C.
Groner, Orel S.
McArthur, Duncan D.
Wilson, Arthur G.

1896.

Cowgill, Paul A.
Collins, Nathan P.
Fisher, Royal S. C.
Hume, George J.
Laird, Samuel B.

1897.

Anderson, Alice M.
Beeman, S. Edmund
Bateman, Albert N.
Barnum, Cecil J.
Cheever, Walter H.
Cook, Darwin H.
Ferguson, Edgar E.
Kennedy, Andrew D.
Kimes, Byron C.
Lewis, Bertha A.
Lewis, Alice A.
Norton, Carolyn W.
Potter, Milton C.
Robinson, Georgia G.
Sprague, Kate
Stowell, Dor N.
Wellman, Bertha M.
Woodward, Herbert B.
Wilcox, Willis H.

1898.

Ackerman, Emma C.
Bellis, William
Bowen, Wilbur P.
Clute, Robert L.
Dewey, Grace I.
Goodrich, Ernest P.
Hall, Emilie C.
Hardie, Carrie A,
Kenaga, Nellie
Miller, J. Romeyn
Marshall, William
Parmelee, Milton R.
Pearson, Frances R.
Upton, Myrtle

1899.

George, Grace A.
George, Harriet L.
Gorton, Frederick R.
Jackson, Lambert L.
McCutcheon, Herbert
Müller, John F. C.
Tripp, Frances E.

List of those who have received the Degree of Master of Pedagogics (M. Pd.).

1890.

Chittenden, Lucy A.
King, Julia A.
Perry, Walter S.
Plowman, Joseph G.
Sill, John M. B.
Thompson, Edwin C.

1891.

Bellows, Charles F. R.
Goodison, John

1893.

Campbell, Gabriel
Ewell, Marshall D.
George, Austin
Plunkett, Edward M.

1896.

Hull, Warren C.
King, Harry E.
King, Edna A. H.
Vandewalker, Nina C.

1897.

Grawn, Charles T.

1898.

Smith, David E.

1899.

Brooks, Stratton D.
Wilson, Eugene A.

CHAPTER XVI.

The State Board of Education, Etc.

(A considerable part of the matter of this chapter is borrowed from "Historical sketches of Education in Michigan," published by the Department of Public Instruction.)

The State Board of Education has a natural relationship to the Normal School. The Legislative act providing for the estab-tablishment of the school, provided also for the organization of a Board which should have control of the institution. At first the Board consisted of three persons appointed by the Governor with the advice and consent of the Senate. The Lieutenant Governor and Superintendent of Public Instruction were ex-officio members. The consolidated act provided for a Board of six members, three to be appointed by the Governor by and with the advice and consent of both branches of the Legislature. The Lieutenant Governor, the State Treasurer, and the Superintendent of Public Instruction were made ex-officio members. The State Treasurer was, by virtue of his office, treasurer of the Board, and the Superintendent of Public Instruction was secretary.

The constitution of 1850 provided for a Board of three members, elected by the people, with the State Superintendent as a member, ex-officio, and secretary. This provision has remained unchanged. The primary duty of the Board was to have "general supervision of the State Normal School," its specific duties being prescribed by statute law. The duties of the Board have, from time to time, been enlarged and extended until they embrace the whole common school system of the State, and, in certain directions, the higher institutions also. It will not be possible to obtain even brief sketches of all the State Superintendents, nor of all the members of the Board of Education.

The following is a list of the Superintendents of Public Instruction:

APPOINTED.

John D. Pierce,	1836-1841
Franklin Sawyer, Jr.,	1841-1843
Oliver C. Comstock,	1843-1845
Ira Mayhew,	1845-1849
Francis W. Shearman,	1849-1850

ELECTED.

Francis W. Shearman,	1851-1854
Ira Mayhew	1855-1858
John M. Gregory,	1859-1864
Oramel Hosford,	1865-1872
Daniel B. Briggs,	1873-1876
Horace S Tarbell,	1877-1878
Cornelius A. Gower,	1878-1881
Varnum B. Cochran,	1881-1883
Herschel R. Gass,	1883-1885
Theodore Nelson,	1885-1886
Joseph Estabrook,	1887-1890
Ferris S. Fitch,	1891-1892
Henry R. Pattengill,	1893-1896
Jason E. Hammond,	1897-

We will, so far as circumstances permit, first make sketches of the State Superintendants. Later, sketches will be made of some of the most prominent members of the Board of Education, as fully as material can be obtained.

Hon. John Davis Pierce.

The first Superintendent of Public Instruction in Michigan was John D. Pierce, for many years of his later life called "Father" Pierce generally by the teachers of the State. He was born in Chesterfield, New Hampshire, February 18th, 1797. His father's name was Gad Pierce, and his mother's maiden name was Sarah Davis. From the age of two years to twenty he lived with a paternal uncle in Worcester, Massachusetts, receiving eight weeks' "schooling" each year after he was old enough to attend school. When he was twenty his uncle gave him the remaining year of his minority, and he worked on a farm until he had saved one hundred dollars.

With this and a like amount given him by his grandfather

Pierce, he started out to get an education. He walked fourteen miles on a December day of 1817, buying a Latin grammar on his way; on the evening of that day he took his first lesson in Latin under Rev. Enoch Pond, with whom he made his preparation for college. He entered Brown University in the following September. He taught school three months each year to maintain himself, but graduated with an excellent standing in 1822.

The following year he was Principal of Wrentham Academy in Massachusetts, then spent one year in Princeton Theological Seminary, was then licensed by the Congregational Association, and settled as pastor of a church in Oneida county, New York, January 1st, 1825. He remained there until 1829, when, for a year, he acted as Principal of an academy in Goshen, Connecticut.

In the spring of 1831 he was commissioned by the Home Mission Society to settle as missionary in Michigan, or Illinois, as he might choose. In July of that year he came to Marshall, Michigan, and continued to labor there as missionary until July of 1836, when, upon the organization of the State government, he was appointed Superintendent of Public Instruction.

The first work that devolved upon Mr. Pierce was to draw up a plan for the organization of the school system of the State, and for disposing of the school and University lands. For this purpose he went east and consulted with Governor Marcy of New York, Edward Everett, and many other prominent educators and statesmen. In January, 1837 he presented his plan to the Legislature, and, with very few amendments, it was adopted almost unamimously. Mr. Pierce remained in the office of Superintendent of Public Instruction for five years, and a review of his labors shows that he devoted himself with assiduity and rare judgment to the important duties devolving upon him.

In 1842 he resumed his work of the Christian ministry, and continued in it until 1847, when he was elected to the State Legislature from Calhoun county. He proved to be a very useful member of that body. In 1850 he was elected a member of the convention for framing a new Constitution for the State. Among other services, he secured the incorporation in the Constitution

of the provision for free schools. In 1852 he delivered the leading address at the opening of the Normal School. Soon after he removed to Ypsilanti where he resided for the next thirty years, much of the time engaged in the ministry. During this period, the genial countenance of "Father Pierce" was often welcomed at teachers' gatherings and Commencement exercises. In 1880 a long illness so impaired his health that he went to Waltham, Massachusetts, the home of his daughter, Mrs. Mary A. Emerson, hoping to be benefited by the bracing New England air. Here he spent two uneventful years, the monotony of his life being only once broken, which occasion was a reunion of the New England alumni of Michigan University, held at Boston, April 5th, 1882. In spite of much weakness and pain, he entertained this assembly with a recital of his experiences in connection with their Alma Mater; but his effort was like the last flicker of an expiring candle, and six weeks later his lifeless body was brought back to the scene of his earthly labors and laid to rest in the cemetery at Marshall.

Franklin Sawyer, Jr.

It is impossible to learn much of the personal history of Mr. Sawyer, the second Superintendent of Public Instruction of our State. He came to Michigan about the year 1830, having graduated a short time previously at Harvard University; he studied law in the office of General Charles Larned at Detroit, but pursued the practice of the law for only a few years. During this time he became one of the editors of the Detroit Courier, and later of the Detroit Daily Advertiser, of which he was one of the proprietors.

He was a man of much public spirit, and was among the founders of the Detroit Young Men's Society, and was the first president of that organization. He possessed a fine literary taste, and as a writer was brilliant and forcible, as will be seen by reference to his reports as Superintendent. At the expiration of Mr. Pierce's last term of service, Mr. Sawyer was appointed to the office of Superintendent of Public Instruction, in April, 1841, and continued in the position until May, 1843. Mr. Sawyer seems to have comprehended the great extent of the educational

system of the State, and also the importance of such an administration of the system as would adapt it to the immediate wants of the people. His work had an important bearing upon the future educational career of Michigan. After the close of his term of office, Mr. Sawyer went to New Orleans, La., where he held for several years the office of Superintendent of Public Instruction. He afterwards removed to his early home in Cambridgeport, Mass., where he resided until his death in 1851. He was a man of untiring industry, and of unchanging fidelity to the interests of education wherever it fell to his lot to labor.

Oliver Cromwell Comstock.

The third Superintendent was Mr. O. C. Comstock, who was born in Warwick, Kent county, R. I., March 1, 1781. His father, Hon. Adam Comstock, was one of the most respected citizens and influential legislators of his day. The son was educated in the schools of Schenectady and Greenfield, N. Y. From his childhood he was known as a close student. He graduated from the medical department of the University of New York. He practiced medicine for a short time, but soon entered into political lffe. He was a member of the Legislature from Seneca county from 1810 to 1812; judge of Seneca county in 1812; the first judge of Tompkins county in 1817, and member of the House of Representatives during the 13th, 14th and 15th sessions of the United States Congress. He was ordained a Baptist minister at Washington, D. C., in 1820, but after retiring from Congress resumed, for a time, the practice of medicine. Subsequently he became pastor of a church in Rochester and remained there until 1834. Visiting Washington, he was elected chaplain of the House of Representatives and served one term. He then served, for about two years, as pastor of a church in Norfolk, Va. Soon after he left Virginia and came to Michigan, and served for some time as pastor of a church in Detroit, and later supplied the churches in Ann Arbor, Jackson, Marshall and Coldwater.

May 8, 1843, Dr. Comstock was appointed to the office of Superintendent of Public Instruction, and held this position until April 17, 1845. In the discharge of the duties of his office he

labored zealously and for the highest interest of the State. His educational reports are filled with practical and fruitful suggestions, bearing the impress of the statesman and the Christian. In 1849 he was elected to the State Legislature as representative from Branch county, and in this office manifested the same interest in the public welfare and in the advancement of the highest interests of the State which had distinguished him in preceding years. Dr. Comstock was a man of commanding presence, tall and well proportioned, having a magnetic power, and a voice which once heard was never forgotten; while everywhere, in the practice of his profession, on the judicial bench, in legislative halls, as the chief officer of the educational department of the State, in the pulpit, in the social circle, he was the same courteous, warm-hearted, loving Christian gentleman. He died at the home of his son in the city of Marshall, Mich., on January 11, 1860, at the ripe age of seventy-nine years; he lives in the memory of many who will never cease to cherish his name, and the undying influence of his noble life.

Ira Mayhew.

Mr. Mayhew held the office of Superintendent of Public Instruction from 1845 to 1849 and again from 1845 to 1859. He was born in Ellisburg, Jefferson county, New York, in 1814; received a common school education, and entered Union Academy at Belleville at the age of fourteen. He commenced teaching in 1832, and followed his calling with eminent success until 1836, when impaired health compelled him to cease from his work for a time and take a voyage to Newfoundland.

In 1837, he was appointed Principal of Adams Seminary, in New York, and held this position until the fall of 1841, when he was elected County Superintendent of Schools in his native county. In 1843 he removed to Michigan where he performed most of his educational work.

He was first appointed principal of the Monroe Branch of the University; in April, 1845, he was appointed by the Governor to the office of State Superintendent of Public Instruction, re-appointed in 1847, and continued in the position until March, 1849.

He contributed largely to the establishment of Union Schools, and also to the opening of the Normal School. He organized a large number of educational associations throughout the State, and for this purpose traveled hundreds of miles on horseback, often riding twenty or thirty miles a day, and addressing meetings of citizens in the evening. In some of his official reports he gives interesting accounts of his labors, and of the results of his work. In 1849 he delivered, by invitation, a series of lectures on education in the State Capital. These were afterwards published in book form and widely circulated, under the title of "Means and Ends of Universal Education." In 1851 he published a work on "Practical Bookkeeping," which was largely used as a text-book. He served one year as principal of Albion Seminary (now Albion College). Mr. Mayhew had the honor of serving four terms as Superintendent of Public Instruction. After the close of his last term as Superintendent he established the Albion Commercial College, which was subsequently removed to Detroit. In 1862 he was appointed to the office of Collector of Internal Revenue for the Third District of Michigan. This position he held till 1865, since which time he devoted his labors to the management of his Business College in Detroit. He resided in Detroit until his death, April 8, 1894. He lived to a good old age, retaining his interest in educational affairs as long as he was able to labor in his chosen sphere. To Mr. Mayhew is due a large share of the credit for the advancement of educational interests in Michigan, and not a few of those, now active in the field of educational thought and labor, unite in saying that the first inspiration for their life-work came from his intelligent, earnest, and devoted efforts in the cause of public instruction.

Francis Willet Shearman.

Mr. Shearman was a native of Vernon, Oneida county, New York, where he was born June 20, 1817. He graduated from Hamilton College at the age of nineteen. He was possessed of rare mental qualities, which were developed and cultivated by careful training. Hon. H. R. Schoolcraft engaged him, shortly after his graduation, as an assistant in negotiating treaties with the Indians; while thus employed he was first led to Michigan.

In 1838 he located in Marshall, where he found congenial employment as editor of the Michigan Journal of Education, then the official organ of the State Department of Public Instruction. This Journal lived only a short time; and soon after retiring from this paper, Mr. Shearman became connected with the Democratic Expounder, published at Marshall. As the leading editor he soon gained high rank as an able, sagacious, and forcible writer. In 1846 he was elected Associate Judge of Calhoun county court with Judge Hall of Battle Creek. He held this office until 1848.

In 1849 he was appointed State Superintendent by the Governor; the next year, 1850, under the provisions of the new constitution, he was elected to the same office by the people, re-elected in 1852, continuing in this position until January 1, 1855. His services extended over a period of about six years. The annual reports of Superintendent Shearman were of great historical value. His report for 1852 was the most able, comprehensive, and valuable work on the school system of the State then in existence, and was widely sought and quoted as authority upon the subject. At the close of his term of office Mr. Shearman resumed his editorial work, and continued to conduct a department of the Expounder during the remainder of his life. In his last years he held several important trusts in his city and county with such acceptance as to command the popular support without regard to political changes. He died at Marshall in December, 1874, honored and respected by all who knew him and knew his labors.

Mr. Shearman's natural love of universal education was greatly strengthened by his broad cultivation and the wide experience of a long and useful life; yet, though ever alive to the progress of art and science and all the vital interests of the nation, he still remained remarkably domestic in his habits and held in the highest veneration the sacred obligation of the nuptial state. In expressing his views on this subject, he always became eloquent, and his daughter, Mrs. F. C. Page, of Marshall, testifies that he governed his home life in conformity with his own words, "The family bond is the dearest on earth, and home the holy of holies of human society."

John M. Gregory.

Mr. Gregory was born in Sand Lake, Rensselaer county, N. Y., July 6, 1822. From childhood he enjoyed the advantages offered to all American children whose parents are industrious and moral. Like other children of such parents in the rural districts, his education was not overlooked, and he was sent to the public schools in the summer while young, and constantly in the winter until he reached the age of seventeen. The public schools of his native State had already been greatly improved, and he had opportunity to form and indulge his taste for reading by recourse to a district school library, of which he made good use. This fact probably made him, in his mature years, a strong advocate of district and township libraries. At the age of seventeen he began his work as a teacher in the district schools. In 1842, at the age of twenty, he entered the freshman class in Union College, having previously attended, for a short time, Dutchess County Academy at Poughkeepsie.

Graduating in 1846, he devoted himself to the study of law for two years in the offices of Judges Paige and Potter at Schenectady, and in an office in Schoharie county. His clear perceptions, his studiousness, his logical mind and his ready speech would have insured him great success as an advocate or jurist; but at this time, under the influence of what seemed to him a religious duty, he relinquished his plan of pursuing a legal profession, and entered upon the Christian ministry, his denominational relations being with the Baptist church. Having spent a portion of his time, while completing his college and professional studies, in teaching public and select schools in various places, among which may be mentioned Deposit and Hoosac Falls, in New York, it was very natural that he should find himself, as he did in 1852, at the head of a flourishing classical school in Detroit. While here, his labors in the school room, in teachers' associations, in the pulpit, and before Sunday schools, soon gave him a conspicuous place among the friends of education in Michigan.

In 1854, he, in connection with several others, projected, and under the auspices of the State Teachers' Association, estab-

lished the Michigan Journal of Education, which was committed wholly to the editorial charge of Mr. Gregory in 1855, and edited by him alone for five years. Under his charge the Journal attained a wide circulation and a high character, a large portion of it being the product of his own pen. He also contributed much to other periodicals, educational and literary.

In 1859 he entered upon his duties as Superintendent of Public Instruction, an office to which he was afterwards twice re-elected, serving in all six years. In this office his labors were arduous, well directed and successful. Indeed, it was as Superintendent of Public Instruction that he became especially known as a man of broad views, accurate thought, and as an earnest, successful administrator. His six annual reports, making an aggregate of over four hundred pages, aside from their local and temporary value, express truths and opinions of careful study. In 1864, having positively declined a renomination as Superintendent, he accepted the Presidency of Kalamazoo College. He served the college for about three years, spending the first months of his time in raising $30,000.00, or about that amount, to free the institution from the crushing weight of a huge debt.

A writer, familiar with the conditions which surrounded the college, says:

> "His call to the Presidency of Kalamazoo in 1864, voiced not only by the Trustees and Faculty, but loudly by all friends of the institution, was at a crisis, when acceptance was to take the lead in a forlorn hope. The college, sinking with an indebtedness of $30,000.00, and almost no endowment, and suffering from unhappy changes of administration, had brought disheartenment to many, and despair to some of its friends. The call was accepted on condition that the President should be aided in securing the means to pay the debt, and to provide for the current expenses. Then was illustrated the power of brave and masterly leadership."

The money was gathered from all parts of the State, and the indebtedness disappeared. The progress of the college was not as rapid and as satisfactory as the President had expected, and when a tempting offer came from the Illinois Industrial University at Champaign, he was unable to resist the temptation, and accepted the regency of that institution. He remained at the

head of the University for thirteen years, doing there, as he had done elsewhere, most excellent work.

After closing his connection with this institution, he was, for some time, a member of the Civil Service Commission. Subsequently he spent considerable time in Europe, gathering up, wherever he went, knowledge which would be of service to him and to any work in which he might hereafter be engaged.

In the latter part of his life he made his home in Washington, D. C., where he ended his career and his labors a few months ago. Dr. Gregory was a man of great energy, both physically and mentally, and was a born leader. This trait was manifested in all the enterprises in which he engaged. Michigan owes him a debt of gratitude which can never be fully repaid.

Dr. Gregory had expressed, some time before his death, a wish to be buried in the University grounds at Champaign. It is understood that this wish was granted by the Board of Trustees, and that he "rests in the midst of the scenes which were dear to him earlier in life."

Oramel Hosford.

Mr. Hosford was born in Thetford, Vermont, in May, 1820, his parents being William and Linda Ellis Hosford. In 1834 he removed from Vermont to Oberlin, Ohio, where he received a considerable part of his education in the Theological Seminary. In 1844 he came to Michigan and became connected with Olivet College as its first Professor of Mathematics and Natural Philosophy. In 1851 he was ordained a Congregational minister. Besides his regular college work he supplied the pulpits of the neighboring churches, and frequently the college church itself. In 1864 he was elected Superintendent of Public Instruction, and retained this position for eight successive years. During this period he held a nominal Professorship in the college, and occasionally taught a few classes, when he could do this without detriment to the higher office which he was holding. In 1873, at the close of his fourth term as Superintendent, he returned to Olivet College, with which he remained connected during the remainder of his life. He died at Olivet on December 9th, 1893,

having filled up the measure of responsibility, and carrying with him the profound respect and high esteem of all who had been so fortunate as to be intimately acquainted with him, and with the educational work which he accomplished. During Mr. Hosford's terms in office a number of the most desirable reforms in the school system of the State were effected, among these was the abilition in 1869 of the "rate bill," so called, and the consequent making of school privileges free alike to all the children of the Commonwealth. The county superintendency law was enacted during his encumbency, and for some time produced marked improvement in the rural schools.

The annual reports of Mr. Hosford, extending, as they do, over a period of eight years, contain much matter of general interest, both to the people of Michigan and the people of other States. These reports may be very profitably consulted by all students of the history of the practical working of our school system. Mr. Hosford was a genuine Christian gentlemen of the best type. A friend said of him, "We thank God for his life and work. His name will abide. It will shine in the galaxy of those who have consecrated their lives to Christian learning. If you seek his monument, behold Olivet."

Daniel Brown Briggs.

Mr. Briggs was born at Adams, Berkshire county, Mass., February 13, 1829. His parents were natives of the same state. After pursuing for some years an academic course of study, he entered Williams College in 1844, and graduated in 1848. He immediately commenced the study of law, and was admitted in 1850 to practice in the courts of his native State.

About the close of that year his native town established, in compliance with legislative enactment, a free high school, and Mr. Briggs was chosen to the Principalship, and held this position for three years. During this time he also served as a member of the supervisory school committee of the town.

In March, 1854, he removed to Romeo, Macomb county, and entered upon the practice of law. The following year he became Principal of the Dickinson Institute,—formerly a branch of the State University,—located at that place, and was connected with

the institution for three years. During the years 1858, 1859, and 1860, he held the position of Superintendent of public schools of Ann Arbor. He removed from Ann Arbor to Jackson, where he held a similar position for five years. After closing his work in Jackson, in the summer of 1865, he returned to Macomb county and engaged in farming. In 1867, he was elected County Superintendent of Schools for Macomb county, was re-elected and served in this office four years.

He was Director of Romeo union school district for eight years. He also had charge, for one year, of the schools of Mount Clemens, the county seat of Macomb county. In November, 1872, Mr. Briggs was elected State Superintendent of Public Instruction; was re-elected in 1874, thus holding the office four years. In 1879, he was appointed to the office of Deputy Secretary of State, and held this position until 1883, when he withdrew from public life, bearing the enviable reputation of a high minded, honorable man, and a faithful public official.

Horace Sumner Tarbell.

Mr. Tarbell was born in Chelsea, Vermont, August 19th, 1838. His father, Rev. Sumner Tarbell, was a member of the Vermont conference of the M. E. church. Young Tarbell received his preparatory training in the Seminaries of Vermont, and afterwards took a classical course at Wesleyan University, Middletown, Connecticut, graduating in 1859, third in a class of thirty-six. After graduating he taught, as Professor of Natural Sciences, for three years in Belleville Seminary, Canada. From 1862 to 1865, he was Principal of Farmerville county Grammar School, and the following year was Principal of Central Academy, McGrawville, New York From 1866 to 1871 he was connected with the schools of Detroit, during a part of that time being a supervisory principal of the Bishop, Duffield and Washington schools of that city. Mr. Tarbell organized the evening school at the Detroit House of Correction in 1869, which awakened much interest among prison managers, as it was the first successful attempt at a regularly organized prison school. In 1871 he was chosen Superintendent of the public schools of East Saginaw, which position he held six years. In the fall of 1876 Mr.

Tarbell was elected Superintendent of Public Instruction. In September, 1878, he resigned this office and accepted the Superintendency of the city schools of Indianapolis, Indiana. He remained there six years, and in September, 1884, he accepted the position of Superintendent of the public school of Providence, R. I. This office he still holds.

In addition to his work as Superintendent, in which he has been eminently successful, he has prepared for publication "Tarbell's Lessons in Language," and the Werner series of Geographies. In 1896 Brown University conferred upon him the well merited degree of LL. D. and the same year the National Council of Education made him its President.

Cornelius A. Gower.

Mr. Gower was born at Abbot, Maine, in 1845. From the age of thirteen to seventeen he was surrounded by the wholesome influences of country life, attending school in winter and working on his father's farm in summer. He took a short course in the Academy at Waterville, Maine, preparatory to entering Waterville College—now Colby University—situated at that place. Beginning when he was seventeen he taught four terms of winter school on the Atlantic coast. Coming to Michigan in the spring of 1867, he entered our State University as a member of the senior class, graduating from the classical course that year. He then entered the law department, where he remained for one year, teaching meanwhile in the Ann Arbor high school. In September, 1868, he accepted the superintendency of the schools at Fenton, which position he held three years. He next became county superintendent of schools in Genesee county, to which office he he was twice elected, and three years later resigned to accept the superintendency of Saginaw city schools, remaining there for four years.

In 1878 he was elected President of the City Superintendent's Association of Michigan, and in September of that year received his appointment as State Superintendent of Public Instruction. His name was also substituted for that of Mr. Tarbell on the Republican State ticket, and he was duly elected. The three annual reports bearing his name show the painstaking,

thoughtful labor bestowed upon his work; and his final report contains a comprehensive summary of the school statistics compiled by all his predecessors, showing not only the progress made, but also how broad a foundation those early pioneers of education laid for later years to build upon. At this time the the examination of teachers was in the hands of the township superintendent; and one of the things to which Mr. Gower directed considerable thought was the bringing about of some legislation which should provide for a new and better system of examination and supervision of schools, a system which should combine the best features of all those previously used in our schools. The agitation of this question resulted in the passing by the legislature of 1881, of an act revising and consolidating the school laws and making some new provisions which worked a radical change in the above named regulations. In February, 1881, Mr. Gower tendered his resignation, which did not take effect until the next June. He then took charge of the State Reform School, now known as the Industrial School for Boys. Under his superintendency, the humanitarian work, which had been so well inaugurated by Mr. F. M. Howe, was carried to a successful completion—a work which changed the school from a prison-like institution, with high, unsightly fence and iron doors, to a cheerful, busy place which well merits it new name. The superintendent's report for 1883-4 is said to give more information in a few pages, concerning the school as it once had been and then was, than one could gain from reviewing the entire eighteen years within which the change occurred. On January 8, 1892, Mr. Gower completed his work there, having been the guiding spirit for nearly eleven years, and became general manager and more recently president of the Capital Investment, Building and Loan Association, which position he still holds, being widely known as one of Lansing's most honored citizens.

Varnum B. Cochran.

Mr. Cochran was born in the township of Argentine, Genesee county in 1845. He received his early instruction in the schools of Linden and Fenton, completing his studies preparatory

to entering the University in the high school at Ann Arbor. Meantime he taught three terms in the schools of his native town, and for somewhat more than a year was in charge of the schools of Marquette. In the fall of 1866 he entered the literary department of the University, but, on account of ill health was unable to complete the full college course. Returning to the upper peninsula he again became Superintendent of the city schools in Marquette. After closing his work in the superintendency of these schools, he was engaged, for some years, in the drug business, during part of the time holding the office of County Superintendent of schools of Marquette county. Subsequently he took charge of the public schools of Negaunee, and left this position to accept the office of State Superintendent of Public Instruction, to which he was appointed by Governor Jerome to fill the vacancy caused by the resignation of Hon. C. A. Gower. In 1882 the University conferred upon him the honorary degree of Master of Arts. He was elected to the office of State Superintendent by the people in 1882. The annual compilation of the school laws issued by Mr. Cochran required much careful preparation, since nearly all the provisions contained in the compilation of 1879 had been repealed and replaced by new ones. In the fall of 1881, immediately after the forest fires had devastated the counties of Huron, Sanilac, and Tuscola, he made a tour through these counties in the interest of the schools, gathering facts and statistics with which, at the special session of the legislature of 1882, he succeeded in securing an appropriation from the State of $15,000, forty-nine school houses being rebuilt in those counties.

On March 1, 1883, he resigned his position to accept that of Register of the United States Land Office at Marquette, which latter position he held for five years. At the expiration of this period, he spent a summer in the Minnesota iron region, and subsequently a year in traveling through the South and West. He spent the winter and spring of 1892 in Europe; returning to Marquette after his European tour, he engaged in various kinds of successful business. He engaged in real estate and insurance business and in the manufacture of carriages, besides having large railroad interests, being, at one time, president of both the

Marquette, Houghton & Ontonagon R. R., and the Hancock & Calumet R. R. He spent the remainder of his life in Marquette, securing, by his manliness in all departments of labor, the respect and esteem of the whole community.

Herschel R. Gass.

Herschel R. Gass was born in the township of Ray, Macomb county, on March 7, 1844. Having lived on his father's farm until twenty-one years of age, his early instruction was all received in the common district school. In 1866 he spent one term at Oberlin College, going thence to the Utica High School to prepare for entrance to our State University. Graduating from Utica in 1869, he that fall entered the Literary department of the University, graduating from it in 1873, having paid his way through college, and the preparatory school as well, by teaching in the district schools and working during vacations. From 1874 to 1877 he filled the position of teacher of mathematics and the sciences in the Vincennes University, Indiana, and while there received from Ann Arbor the honorary degree of Master of Arts. Returning to his native State in 1877, he assumed the principalship of the Vernon High School, remaining there one year and then, in 1878, accepting the superintendency of the Jonesville schools. It was in the fifth year of his service here that he received the appointment of Superintendent of Public Instruction, to fill the vacancy caused by the resignation of Hon. V. B. Cochran, and took up his new duties in February, 1883. It was during his incumbency that the movement looking toward the self-improvement of the teachers by home reading and study, culminated in the formation of the Teachers' Reading Circle, and Mr. Gass extended all possible aid and encouragement to the new organization, the examination questions being partially based upon the texts adopted in their course of reading. The new compulsory school law had also taken effect but a few months before his appointment, and he devoted considerable attention to its proper enforcement. In 1884 he was elected to continue in office, and his report for that year reviews the arguments favoring the township unit system, a measure that had been advocated by various Superintendents

ever since it was first proposed by Superintendent John M. Gregory. Mr. Gass strongly recommended legislation in this direction; and a committee appointed by the State Teachers' Association prepared a circular on this subject to be distributed throughout the State. This gained many advocates for a cause which, though failing to pass the legislature, is still strongly urged by nearly all intelligent school men. As this was the year of the Cotton Exposition at New Orleans, Mr. Gass arranged a school exhibit which did great credit to Michigan. In April, 1885, Mr. Gass resigned his position, and has since been engaged in mercantile, mining and real estate business in various places.

Since 1888 he has been engaged in looking after the interests of the Mobile Land Improvement Company at Mobile, Ala., spending most of his time in that city. From 1890 to 1893 he was engaged in iron mining in the Upper Peninsula, but disposed of his interest there in 1893. Mr. Gass is spending most of his time in his business at Mobile, visiting Michigan occasionally.

Theodore Nelson.

Theodore Nelson was born in Madison, Lenawee county, Michigan, February 11th, 1841. When Theodore was fourteen years old, his father removed to Gratiot county, then the frontier of Michigan settlements, and the lad grew up amid many privations, yet making such good use of his limited advantages that he became a teacher in the common schools at the early age of seventeen. It was about this time that he took upon himself the Christian vows to which he ever remained so truly faithful. His desire for college education now became so great that he twice made his way, alone and on foot, to Hillsdale College, over a hundred miles away. There with an older brother, he lived with the most frugal economy, until the boom of confederate guns called him to the defense of his country, though his services were at first declined on account of his youth. However, he finally returned to his home and enlisted in a company of which he afterward became captain. At the close of the war he entered Kalamazoo College but his popularity at home having secured his election as register of deeds, he returned to take up the duties

of that office. Having accumulated sufficient means, he declined a second term that he might return to college, going first to Ann Arbor, and finally graduating at Kalamazoo in 1872.

From his early boyhood he was known as a speaker of great promise, making stirring political speeches and religious addresses while yet in his minority. While a student, he was ordained at Ithaca as a regular minister of the Baptist denomination. He supplied churches at Plymouth and elsewhere, and at length settled, for a time, at Ithaca. He went from Ithaca to East Saginaw where he labored most successfully for nine years. It was here that the sudden loss of four lovely children by one fell stroke of diphtheria, gave the shock from which he never entirely recovered; aided by generous friends, he traveled east, west, south, and in Europe in search of health.

Having partially recovered, he filled temporarily with marked success the position of president of Kalamazoo college, during a year's absence of President Brooks. He then accepted the professorship of English at the State Normal School, coming from there in April, 1885, to fill the vacancy in the State Superintendency of Public Instruction caused by the resignation of Hon. H. R. Gass. He administered the duties of the office with painstaking care, giving especial attention to the advancement of the recently formed Teachers' Reading Circle, as also to the carrying out of his theory regarding institute work; namely, that it should be regarded as a Normal School with a very small course of study.

His next service was to aid in the establishment of Alma College, where a professorship was given him; but his love for the pulpit soon led him to accept a call to Saginaw, West Side, where he labored under great physical disability for four years. Being then unanimously called to the presidency of Kalamazoo College, he greatly desired to respond, though hesitating on account of his ill health; but being encouraged by good medical advice, after a period of recuperation, he took up the work he so much loved. For one term he worked hopefully; but at the beginning of the second he was obliged to withdraw to the Alma Sanitarium, finally giving up all hope of added years of useful-

ness, and serenely accepting the last summons, which came May 1st, 1892. The funeral services were held in part at Alma, in part at Saginaw, where his remains were laid to rest by the side of the lost loved ones; and in both places the universal sorrow showed that a great and good man had gone to his reward.

Ferris S. Fitch.

Mr. Fitch was born upon a farm in the township of Bunker-hill, Ingham county, Michigan, February 1st, 1853, at a place now known as the village of Fitchburg, from the fact that his father, Ferris S. Fitch, was the first in this section to make a farm out of the unbroken wilderness. From his father he inherited a thirst for knowledge, and at the age of sixteen he left the labors of the farm to enter the State Normal School at Ypsilanti. After completing the classical course in the Normal, he entered the same course at the State University in 1873, graduating four years later. Soon after he accepted the chair of Latin and Greek in Smithson college, Indiana, and later became acting president of that institution. In 1878 he resigned this position to accept the principalship of the high school at Pontiac, Michigan. After three and one half years in this position he was promoted to the superintendency of the Pontiac schools, which position he held nine years. In March, 1890, he tendered his resignation, and became editor and manager of the Oakland County Post. In the following month he was unamimously nominated to the office of Superintendent of Public Instruction, by the Democratic State Convention, the nomination being entirely unsolicited. He was elected, served the term of two years, and was renominated in 1892, but was defeated with the rest of his party.

While Superintendent of Public Instruction he, acting as chairman of the World's Fair Educational Committee for Michigan, was mainly instrumental in outlining the plan of the State educational exhibit for the Columbian Exposition of 1893 in Chicago. After his term of office had expired, he was appointed by the committee as superintendent and secretary of the exhibit, and in this capacity arranged and installed it. In addition to the several awards on the school work of the exhibit,

he received an award on it as a whole, including the elaborate statistical charts and maps which he invented to illustrate the condition and growth of the educational system of the State.

During his term of office he directed his attention mainly to the improvement of the system of teachers' institutes as a means of raising the standard of the common schools. To this end he published a graded course of study for institutes, and, in connection with it, a course of study to be pursued by teachers during the school year. He also strongly advocated, as essential conditions to permanent improvement, the appointment of a permanent, salaried corps of institute conductors, and the establishment by law of an organic connection between the State Normal and University on the one hand, and the teachers' institutes on the other. At the conclusion of his duties connected with the exhibit at Chicago, Mr. Fitch returned to Pontiac and resumed personal charge of the newspaper before mentioned. In 1895 he sold the Post, the paper just referred to, and the following year was appointed postmaster at Pontiac, which position he still holds at the time of this writing.

Henry R. Pattengill.

Mr. Pattengill was born in Mount Vision, Otsego county, N. Y., January 4, 1852. A few months later the family removed to Akron, Erie county, where the father, Rev. L. C. Pattengill, served as pastor of the First Baptist Church for six years following. The family next moved to Wilson, Niagara county, where they remained seven years, and then came to Michigan, locating at Litchfield, Hillsdale county.

Mr. Pattengill's early education was obtained in the district and village schools, and later at the University of Michigan, where he was graduated from the Literary department in 1874. The following ten years he was Superintendent of schools in St. Louis and Ithaca, and most of this time was president of the Gratiot county teachers' association and a member of the board of school inspectors, later of the county board of examiners. In 1885, he became associate editor of the Michigan School Moderator, and a year later became sole proprietor and editor, which position he has continued to hold up to this time. He is the

auther of a "Civil Government of Michigan," a Manual of Orthography," and several other books for teachers. From 1885 to 1889 he was assistant professor of English in the Agricultural College. He was elected to the office of State Superintendent in 1892, and re-elected in 1894, serving in that position for four years, with much acceptance to the teachers of the State and the people generally. He is one of the most efficient and popular Institute conductors in Michigan and is employed, a considerable part of his time in Institute work.

Jason E. Hammond.

Mr. Hammond, son of Luther and Roda Reed Hammond, was born May 17, 1862, on a farm in Ransom township, Hillsdale county, Michigan. In his early boyhood he began to make his way in the world, working on farms in the summer, and attending district schools in the winter. In 1880 he had, by industry and economy, accumulated enough to give him a year at college, and he took four terms at Hillsdale, afterwards attended the Agricultural College and was graduated from that institution with honors in the class of 1886.

A College mate says of him and his influence in the M. A. C.:

"Mr. Hammond soon became a force in the student body; from the very first he was a leader in good government, in the class room and in his society. Almost every high office in class, society and student government was filled by him. Members of the Faculty soon recognized that he had right ideas of law and order, and that his influence was valuable in the student body."

For the next five years Mr. Hammond had charge of the graded schools of Allen and North Adams. He spent one long vacation in the summer school at Ypsilanti, and three in reading law with Hon. A. B. St. John, Hillsdale. He was elected a member of the Hillsdale county board of school examiners in 1888, and in 1891 was chosen school commissioner of Hillsdale county, in which position he served until his selection in 1893 as Deputy Superintendent of public instruction.

Mr. Hammond's work as commissioner of Hillsdale county was marked with vigor and good sense. He perfected the grading or classification of the rural schools; secured a nearly uniform series of text-books for the county, and aroused a loyal and

enthusiastic school sentiment among people, teachers, and pupils. He was selected for the position of Deputy Superintendent by Mr. Pattengill without solicitation on his part. One who was in a position to know how he performed the duties devolving upon him in this office says:

"It is not too much to say that he has been a model deputy. His organizing and executive power is marvelous. Every person coming to the office found a most courteous and obliging official in Mr. Hammond. His earlier experience in a law office gave him much assistance in considering questions of school law, and his compilation of the school laws and decisions is unexcelled.

During two sessions of the Legislature Mr. Hammond had immediate charge of educational measures advocated by the Department, and the large number of important laws enacted is proof of his ability. He not only won his measures, but by his honesty of purpose, loyalty, and never failing courtesy, won the esteem and good will of every legislator. The members did not always like his cause, but they always liked Hammond. It is probably true that no Superintendent ever took the office who was so familiar with the details of the work, both in the office and in Legislative halls. Mr. Hammond has grown up in the country schools and has supervised them. He has attended higher institutions of learning and made much of private study. He has also had the discipline of a large experience with men."

Mr. Hammond is very genial in conversation, and never forgets a friend. His character is above reproach, and he is free from the bad habit of smoking, and some other bad habits too common in these days.

Mr. Hammond was elected to the office of Superintendent of Public Instruction in 1896 and two years later was re-elected to the same high office. His administration of the affairs of the Educational Department has given great satisfaction, not only to teachers and school officers, but to the people of the State generally.

Members of the State Board of Education.

APPOINTED.

Samuel Newberry, March 30, 1849, 3 years. Resigned March 22, 1850.
Samuel Barstow, March 30, 1849, 2 years.
Randolph Manning, March 30, 1849, 1 year.
Isaac E. Crary, March 29, 1850, in place of Samuel Newberry.

George N. Skinner, March 29, 1850, 3 years. Died during his term of office.

Elias M. Skinner, April 19, 1850, until close of session of Legislature, 1851.

Consider A. Stacy, April 2, 1851, 3 years.

Chauncey Joslin, April 2, 1851, until March 28, 1853. In place of George N. Skinner.

ELECTED.

Isaac E. Crary, November 2, 1852, 6 years. Died during his term of office.

Gideon O. Whittemore, November 2, 1852, 4 years. Resigned March 28, 1856.

Chauncey Joslin, November 2, 1852, 2 years.

John R. Kellogg, November 7, 1854, 6 years.

Hiram L. Miller, November 7, 1854. In place of Isaac E. Crary. Resigned, July 15, 1857.

D. Bethune Duffield, March 28, 1856. In place of G. O. Whittemore.

George Willard, November 4, 1856, 6 years.

Witter J. Baxter, July 21, 1857. Appointed by the Governor, in place of H. L. Miller.

Witter J. Baxter, November 8, 1864, elected for 6 years.
" " " 8, 1870, elected for 6 years.
" " " 7, 1876, elected for 6 years. Resigned, April 6, 1881.

Edwin Willits, November 6, 1860, 6 years,
" " November 6, 1866, 6 years.

Daniel E. Brown, November 4, 1862, 6 years.
" " " November 3, 1868, 6 years. Died during his term of office.

Edward Dorsch, November 5, 1872, 6 years.

David P. Mayhew, January 3, 1874. Appointed in place of D. E. Brown.

Edgar Rexford, November 3, 1874, 6 years.
" " November, 2, 1880, 6 years.

George F. Edwards, November 5, 1878, 6 years.

Bela W. Jenks, April 21, 1881. Appointed in place of Witter J. Baxter.
" " November 7, 1882, 6 years.

James M. Ballou, November 4, 1884, 6 years.

Samuel S. Babcock, November 2, 1886, 6 years.

Perry F. Powers, November 6, 1888, 6 years.
" " November, 1894, 6 years.

Eugene A. Wilson, November, 1892, 6 years.

David A. Hammond, November 4, 1890, 6 years. Resigned August 1896.

James W. Simmons, August, 1896, appointed in place of D. A. Hammond, resigned.

James W. Simmons, November, 1896, elected for 6 years, resigned May 1898.

E. Finley Johnson, May, 1898, appointed in place of J. W. Simmons, resigned.

E. Finley Johnson, November, 1898, elected to fill out the unexpired term of Mr. Simmons.

F. A. Platt, November, 1898, elected for 6 years.

Some Biographical Sketches.

Space will allow only brief sketches of some of the members of the Board who have been, or are still, most active in serving the interests of the Normal School.

Of many of the earliest members of the Board but little is now known. Several of these were business men, appointed especially for the financial work connected with the erection of the building. For having done this work so carefully and faithfully they deserve much credit. It has been easier to obtain material for sketches of the more recent members.

Isaac E. Crary.

Hon. Isaac E. Crary was one of the first members of the Board of Education, having been appointed, March 29, 1850, in place of Hon Samuel Newberry who had resigned a few days before. He remained a member of the Board for several years, and was its President at the time of the dedication of the first building, pronouncing the formal words of dedication as given on page 17. Mr. Crary rendered very valuable service in the organization of the Michigan school system, being a warm personal friend of Superintendent Pierce and his confident and advisor in his educational work.

Mr. Crary was chairman of the Committee on Education in the first constitutional convention, and probably did more than any other member of that body to give form to the Educational System of the new State. Mr. Crary had made a study of Cousin's report upon the Prussian system of education, and was, without doubt, greatly influenced by that report in framing the article on education in the fundamental law of the State. His plan provided for a library in each township, for the establishment of common schools and a university.

The following sketch of Mr. Crary is taken from President Angell's oration delivered at the semi-centennial celebration in 1887. The facts were obtained from Mr. Crary's widow, then residing in Marshall, Michigan.

"Isaac Edwin Crary was born at Preston, Connecticut, October 2, 1804. He was educated at Bacon Academy, Colchester, and at Washington (now Trinity) College, Hartford. He graduated from the college in its first class, 1829, with the highest honors of the class. For two years he was associated in the editorial work of The New England Review, published at Hartford, with George D. Prentiss, subsequently the well-known editor of the Louisville Journal. He came to Michigan in 1832. He was delegate to Congress from the Territory of Michigan and was the first Representative of the State in Congress. He was once speaker of the Michigan house of representatives, and was a member of the Convention which drafted the first constitution of the State. He died May 8, 1854."

Mr. Crary deserves to be held in grateful remembrance by all friends of education in Michigan, and in the newer States whose systems of public instruction have been modeled somewhat after our own.

Chauncey Joslin.

Hon. Chauncey Joslin was a native of New York, educated at Temple Hill. After leaving school he taught five years, and then entered upon the study of law. He came to Ypsilanti in 1837. In 1851 he was appointed a member of the Board of Education, and was active in the location of the Normal School and in the erection of the original building. At the dedication he delivered, on behalf of the Board, his commission to Principal Welch with an address, a part of which is found on page 17. He was always an earnest friend of the school. Mr. Joslin held various offices of trust and honor, was the first Mayor of Ypsilanti, and twenty years a member of its School Board. A man who knew him well, says: "Mr. Joslin was a man of genial and social qualities, being a great lover of fun. He told a story well; and often, in an argument, made his best illustration by an apt quotation or anecdote."

D. Bethune Duffield.

Hon. D. Bethune Duffield was a member of the Board of Education for a brief period, having been appointed in 1856 to fill a vacancy occasioned by the resignation of Mr. G. O. Whit-

temore. Mr. Duffield was a son of the Rev. George Duffield, D. D., for a long time an influential pastor of a Presbyterian Church in the city of Detroit. He was an eminent scholar, a lawyer of high standing, a man of fine literary taste, and a poet of considerable reputation. The hymn written for the dedication of the original building, by him, is found on page 15 He was always a firm friend and advocate of the Normal School

George Willard.

Hon. George Willard is a native of Vermont, having been born at Bolton in 1824. He came with his father to Michigan in 1836, and was educated chiefly by his father, who was himself a graduate of Dartmouth College. Mr. Willard has held many public offices, having been a member of the State Legislature and of Congress. He was elected a member of the Board of Education in 1856, and served on the Board six years. During his term of office the Agricultural College, which was then under the control of the Board of Education, was organized and put into operation. He was always an active and efficient worker while a member of the Board. In 1863 he was elected Regent of the University, and drew up the resolution for opening that institution to women For many years Mr. Willard has been editor and proprietor of a newspaper published in Battle Creek.

Witter J. Baxter.

Hon. Witter J. Baxter served as a member of the Board of Education for a longer period than any other person. He was a member from July 1857, when he was appointed to fill the vacancy made by the resignation of Hon. Hiram L. Miller, until his own resignation in April 1881. His membership extended over about twenty-five years, and he was President of the Board for fifteen years. During this long period he was probably more influential than any other man in determining the general policy of the Board and of the school. By the natural temper of his mind he was always cautious and conservative in his action, and weighed carefully the reasons for every new departure. It was a matter of pride to him that the school never incurred debt and could always account for every dollar of its income.

Mr. Baxter was a native of Sidney Plains, Delaware county, New York, being born there in 1816. In 1831 he removed with his father to Tecumseh, Michigan, remaining there until 1836. He then removed to White Pigeon, and from that place to Jonesville in 1848. Jonesville was his home during most of the remainder of his life. His education was received in the common schools, and at the branches of the University, in Tecumseh, White Pigeon and Detroit. The honorary degree of A. M. was conferred upon him by the University.

He taught in various schools, among these, some branches of the University, for several years, meanwhile devoting his spare hours to the study of law. He was admitted to the bar in 1844, practiced a few years in Detroit, and then returned to his home in Jonesville. He was an active business man and a member of several societies of various kinds, always holding positions of honor and responsibility. He served for two years as a member of the State senate and was active in the business of that body. Mr. Baxter died at Jonesville.

At the time of his resignation in 1881, the Board of Education adopted the following resolution:

Resolved: That we part with Mr. Baxter with sincere regret, for we lose an efficient and honorable member of the Board, a pleasant and faithful co-worker, and the normal school loses a zealous and invaluable advocate and friend.

Resolved: That we tender to him our hearty wishes that his future may be attended with that full measure of success and prosperity which his long, valuable, and useful life so fairly and fully merits.

Edwin Willits.

Hon. Edwin Willits served as a member of the Board twelve years and did most efficient work. He is noticed elsewhere among the Principals of the normal school.

Edgar Rexford.

Hon. Edgar Rexford is a native of Ypsilanti, the son of Dr. F. K. Rexford. Dr. Rexford was among the early settlers of Ypsilanti, having removed from New York to this place in 1837.

In any history of the normal school, or of educational affairs generally in this city, he deserves to be mentioned. He was

active in the efforts to secure the location of the school in Ypsilanti, and in all the early movements to increase its efficiency and to extend its influence. He accomplished his work, not by speech-making, but by careful and judicious planning and consultation in a private and personal way.

Mr. Edgar Rexford inherited many of the characteristics of his father. He fitted for college in the schools of Ypsilanti, entered the University in 1863, and graduated in 1866. After graduation he became associated with his father in mercantile business, in which he has continued to this time. He was elected a member of the State Board of Education in 1874, and re-elected in 1880, serving the State continuously for twelve years.

During these years many enlargements and improvements were made on the buildings of the school, and in other directions. In carrying these forward Mr. Rexford was especially interested and active, and, being near at hand, was necessarily compelled to take a large share of responsibility. He brought to this work careful consideration and sound judgment. He continues to be a strong advocate of any measure which promises to increase the efficiency and usefulness of the Normal College, as the school is now named. Mr. Rexford is a man of sterling integrity and has, to a large degree, the confidence and respect of his fellow citizens.

Bela W. Jenks.

Hon. Bela W. Jenks was a native of Crown Point, Essex county, New York, the son of a farmer. He came to Michigan in 1848, settled in St. Clair, and entered into the mercantile business, later into the lumber business. He held several positions of honor and trust in St. Clair and was a member of the State Senate for two terms. He was appointed a member of the Board of Education in 1881 to fill the vacancy caused by the resignation of Mr Baxter, and was subsequently elected for the term of six years, commencing in January 1883. Mr. Jenks was a man of sterling integrity and of sound judgment. He took a deep interest in the affairs of the Normal School, labored zealously for its advancement, and was always ready to devote

his time and energy to increase its efficiency and usefulness, and his business ability and experience were of great service in the management of the finances of the institution.

James M. Ballou.

Hon. James M. Ballou graduated from the Normal School in 1862. After teaching several years in schools of various grades, he engaged in farming and later in manufacturing business. He was elected a member of the Board of Education for the term commencing January, 1884, and served six years. He was a punctual and industrious member of the Board, doing promptly and efficiently whatever duties were imposed upon him. He took pride in serving his Alma Mater and in advancing the best interests of the institution in all directions.

Samuel S. Babcock.

Hon. S. S. Babcock graduated from the Normal School in the class of 1865, and immediately commenced the work of teaching. He taught in Howell three years, and subsequently in Ypsilanti, Greenville, in the State Normal School of Kansas, and in Mt. Clemens. Meanwhile he gave attention to the study of law and fitted himself for admission to the bar. For several years he has been practicing his profession very successfully in the city of Detroit. He was elected a member of the Board of Education for the term commencing January 1887, and served six years.

Mr. Babcock carried into the business of the Board his accustomed zeal and energy, and became a leading spirit in all its deliberations and conclusions. He prepared a revision of the laws relating to the school and to the Board, and secured the passage of this revision through the Legislature. He labored for the enlargement of the library, for the erection of additions to the buildings, and for the progress of the institution in all directions.

Perry F. Powers.

Hon. Perry F. Powers is a native of Ohio, and received ·chool education as his native town, Jackson, afforded. :her was killed in the civil war, and young Powers was

compelled to provide for himself at an early age. He continued his studies by night and during spare hours of the day; learned the printer's business at Jackson, Ohio, went to Davenport, Iowa, in 1879, and worked as reporter and printer four years. Since that time he has been engaged in editing and publishing Republican newspapers in various places. At present he is proprietor and editor of The Cadillac News and Express, Cadillac having been for several years, his place of residence. He has been president of the Republican Press Association, of the Michigan Republican League, and of the State Board of Education. He is now serving his second term as a member of the Board having been first elected for the term of 1889-95, and re-elected for the term of 1895-1901. Mr. Powers has been an active member of the Board from the time of his first election, has devoted his time and energy freely to advance the interests of the Normal School, and has always been ready to support any new measures which promised to increase the efficiency and enlarge the influence and usefulness of the institution. In all his intercourse with the teachers of the school he has been uniformly considerate and courteous, and has had a proper regard for their wishes as far as circumstances would permit. He appears to have acted on the supposition that the Board and the Faculty have the same purpose and end in view, and that they are working for one common object.

Eugene A. Wilson.

Hon. Eugene A. Wilson was born in Ridgeway, Lenawee county, Michigan, in 1854. He attended school in his native town until nineteen years of age; spent two years in the Tecumseh high school, graduating in 1875; entered the Normal School in 1876 and graduated in 1879. He supported himself while in school by teaching winters and working in the harvest field during the summer vacation. Since graduating he has been constantly engaged in school work, teaching first at Mount Pleasant and afterwards five years at Vassar. He was secretary of the county board of school examiners of Lenewee county in 1890-91, was Superintendent of schools at Paw Paw two years, and at present

is Superintendent of the Benton Harbor schools, which by his efforts have been placed on the University list in all courses. His work as a teacher and instructor in institutes has been eminently successful. He was elected a member of the Board of Education for the term commencing January 1, 1893, and ending December 31, 1898. As a member of the Board he was industrious, punctual in his attendance upon its meetings, and earnest and painstaking in the discharge of any duties imposed upon him in committees or elsewhere.

David A. Hammond.

Hon. David A. Hammond was born in the township of Augusta, Washtenaw county, Michigan, in 1855. At thirteen years of age he began life for himself, working on a farm during the summer months, and attending district school in the winters. He graduated from the Normal School in 1878; became principal of the schools in Blissfield, Lenawee county, holding this position four years. He was also township superintendent of schools and a member and secretary of the first county board of school examiners in that county. He was Superintendent of the schools of Tecumseh for six years, resigning this position in 1888 to accept the superintendency of the Charlotte schools. He remained in Charlotte until 1893, when he removed to Ann Arbor, where he has since been connected with the publication of a newspaper as editor and part proprietor. In November, 1890, he was elected a member of the Board of Education for for the term commencing January, 1891. He resigned this position in August, 1896. As a member of the Board he was characterized by activity and devotion to his work. He bore a prominent part in many of the measures for the improvement of the Normal School.

James W. Simmons.

Hon. James W. Simmons is a native of Michigan, having
en born in Farmington, Oakland county, in 1849. He was
of a farmer and learned by experience all the details of
His education began in the district schools, and was
n further in Hillsdale college, from which he graduated

in 1874. In the same year he took charge of the schools at Lawrence and remained there for five years. Since that time he has been constantly engaged in school work, superintending four years in Otsego, six years in Dowagiac, and eight years in Owosso. He has published a work on Qualitative Chemical Analysis. He has been a prominent worker in the State Teachers' Association, and president of that organization. He is recognized, not only as a capable and thorough superintendent of schools, but also as an active and efficient business man. On the resignation of Hon. David A. Hammond, he was appointed a member of the Board of Education in August of 1896, and in the following November he was elected to succeed himself for the term commencing January 1st, 1897. In May 1898 he resigned his position on the Board, and was afterwards appointed Superintendent of the Normal Training School. This position he held for one year, when he resigned, and was soon after elected Superintendent of the public schools at Stevens Point, Wisconsin, which position he still fills. Mr. Simmons is a man of great energy and strength of purpose, and has proved himself a successful teacher and superintendent. His connection with the Normal School was too brief to permit him to become a prominent factor in the management of the institution.

E. Finley Johnson.

Hon. E. Finley Johnson is a native of Ohio and was brought up on a farm. He graduated from the Ohio State University, working his way through college and teaching district school several terms. He was elected to the Ohio Legislature in 1885. He came to Michigan in 1888, and in 1890 was appointed to a professorship in the Law department of the University, a position which he still holds. In May, 1898. he was appointed a member of the State Board of Education by Gov. Pingree, to fill the vacancy caused by the resignation of Mr. Simmons, and subsequently he was elected to fill out the remainder of the unexpired term. Mr. Johnson brings to his work on the Board experience in educational affairs, acquaintance with men and public matters, and an earnest purpose to advance the interests of the Normal Schools, and the interests of education generally in the State.

Frederick A. Platt.

Hon. Frederick A. Platt is a native of Michigan, having been born in Utica in 1856. He graduated from the Literary department of the University of Michigan in 1875, and after graduation was a teacher and superintendent of the School for the Deaf at Flint for seven years. In 1883 he engaged in the mercantile business at Flint and still continues in that occupation. He was elected a member of the State Board of Education for the term commencing in January, 1899. He brings to his duties on the Board practical experience as a teacher, experience as a member of the Flint Board of Education for nine years, and experience in the management of business affairs. His earnest purpose in his public work, is to serve the best interests of the State and of the Normal Schools.

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